

Analysis of Content, Visual, and Language Integration in Khulafaur Rasyidin's Bilingual Children's Storybook "Abu Bakar's Story" for Early Childhood Education

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INFORMASI ARTIKEL	ABSTRAK
Article History: Received: 06 Mei 2026 Revised: 19 June 2026 Accepted: 29 July 2026 Published: 30 July 2026 Kata Kunci: Anak usia dini; Bilingual; Kisah Abu Bakar; Buku Cerita Anak; Qualitative	Penelitian ini dilatarbelakangi oleh pentingnya buku anak bilingual sebagai media pengembangan literasi dan pembentukan karakter pada anak usia dini, khususnya melalui keterpaduan antara isi, visual, dan bahasa. Penelitian ini bertujuan untuk menganalisis keterpaduan isi (nilai moral), visual (ilustrasi), dan bahasa (bilingual Indonesia–Inggris) dalam buku Khulafaur Rasyidin: Kisah Abu Bakar. Metode yang digunakan adalah pendekatan kualitatif deskriptif dengan teknik qualitative content analysis. Data dikumpulkan melalui dokumentasi dan observasi teks-visual terhadap seluruh unit analisis yang mencakup narasi, ilustrasi, dan teks bilingual dalam buku, kemudian dianalisis melalui tahap preparation, organizing, dan reporting. Hasil penelitian menunjukkan bahwa buku ini memiliki keterpaduan yang konsisten antara isi, visual, dan bahasa dalam menyampaikan nilai keteladanan kepada anak usia dini. Nilai moral yang dominan meliputi kejujuran, kesetiaan, keteguhan iman, dan kepedulian sosial yang disajikan melalui tindakan tokoh utama. Ilustrasi berfungsi memperkuat pemahaman anak terhadap isi cerita melalui representasi visual yang komunikatif, sedangkan penggunaan bahasa bilingual Indonesia–Inggris menunjukkan kesepadanan makna yang relatif baik dan mendukung pengenalan dua bahasa sejak dini. Meskipun demikian, masih ditemukan beberapa unit kosakata dan konsep historis yang bersifat abstrak sehingga memerlukan pendampingan orang dewasa dalam proses pembacaan. Disimpulkan bahwa buku ini berpotensi menjadi media literasi multimodal yang mendukung pengembangan bahasa, pemahaman moral, dan literasi visual anak usia dini.
Keywords: Early childhood; Bilingual; The Story of Abu Bakar; Children's Story Books; Qualitative	ABSTRACT This study is motivated by the importance of bilingual children's books as a medium for literacy development and character building in early childhood, particularly through the integration of content, visuals, and language. This research aims to analyze the integration of content (moral values), visuals (illustrations), and language (Indonesian–English bilingual) in the book Khulafaur Rasyidin: The Story of Abu Bakar. The method used is a descriptive qualitative approach with a qualitative content analysis technique. Data were collected through documentation and text-visual observation, then analyzed through the stages of preparation, organizing, and reporting. The results show that the book demonstrates a fairly good integration of content, visuals, and language in conveying exemplary values to early childhood learners. Moral values are presented through the actions of the characters, supported by communicative illustrations, as well as relatively equivalent bilingual language use. However, there are still limitations in the use of abstract vocabulary and historical context that require guidance. It is concluded that this book is effective as a multidimensional literacy medium, although further development is needed to better align with the characteristics of early childhood. This is an open access article under the CC-BY-SA license. 

1. Introduction

Children's books are one of the important media in supporting early childhood development, both in terms of language, social-emotional, and moral development. Through storybooks, children gain learning experiences that allow them to recognise various life values, understand social behaviour, and develop literacy skills from an early age. Books not only serve as a means of entertainment, but also as an educational medium that helps children build an understanding of the world around them. Research shows that children's storybooks make a significant contribution to social-emotional development and character formation because the values contained in stories can be internalised through meaningful reading experiences (Pulimeno et al., 2020; Wasik & Hindman, 2020).

In the context of Islamic education, children's books have a more specific role as a medium for instilling religious values and forming noble morals from an early age. Exemplary figures in Islamic history can be a source of relevant character learning for children, especially when presented through a simple narrative and appropriate to their developmental stage. Therefore, the existence of Islamic children's books that combine educational elements, attractive visuals, and the delivery of contextual moral values is an important need in supporting the process of character education in early childhood.

However, most previous research has focused on linguistic aspects and has not addressed the integration of content, visuals, and language as a whole in delivering moral messages. In fact, in the context of early childhood literacy, understanding is not only built through text, but also through the interaction between verbal and visual symbols. Multimodal literacy theory asserts that children understand meaning through the integration of various representations, including images, colours, and language (Kress & Van Leeuwen, 2001; Serafini & Van Leeuwen, 2022). Therefore, an analysis that integrates these three aspects is important to ensure the effectiveness of children's books as a complete learning medium.

Although much research has been done on bilingual children's books, most studies still focus on linguistic aspects, such as vocabulary acquisition, reading skills, or translation strategies. Research that integrates content, visual, and language analysis simultaneously is still relatively limited, especially in bilingual Islamic children's books that highlight exemplary figures in Islamic history. Therefore, this study offers novelty by analysing the integration of these three aspects as a multimodal unit that plays a role in delivering moral values to early childhood. The use of two languages in one reading medium allows children to build understanding through the flexible transfer of meanings between languages (García & Wei, 2014).

The theory of bilingualism explains that children's language development takes place through the interaction between language skills, social experiences, and learning environments that support the use of more than one language. Children who are exposed to bilingualism from an early age have the potential to develop better metalinguistic awareness, the ability to understand the relationships between language symbols, and cognitive flexibility in processing information (Bialystok, 2017; García & Wei, 2014). Further research has also shown that bilingual experiences can support cognitive control, problem-solving skills, and adaptation to various communication contexts (Bialystok et al., 2012; Bialystok & Craik, 2022). Therefore, literacy media such as bilingual children's books have important potential in supporting language development as well as early childhood cognitive development.

In the linguistic context, the quality of bilingual children's books is also greatly influenced by the translation strategies used. Adil (2020) stated that the communicative approach in translation is more effective than the literal approach because it can maintain readability and commensurate meaning. In addition, the language used in early childhood learning media must be simple, contextual, and appropriate to the stage of child language development (Murdiyaningrum, Y & Perdana, N.S, 2020).

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2. Research Methods

This study uses a descriptive qualitative approach with a qualitative content analysis method to analyse the integration of content, visuals, and language in the bilingual children's book *Khulafaur Rasyidin: The Story of Abu Bakar*. This approach was chosen because it can examine the meanings contained in texts and illustrations in depth and understand phenomena contextually (Bengtsson, 2016; Creswell & Poth, 2018). The content analysis method is also considered appropriate because it provides a systematic framework for identifying and interpreting textual and visual data (Elo & Kyngäs, 2008; Krippendorff, 2018). In its development, this approach remains relevant and widely used in contemporary qualitative research, including in the study of children's literacy (Mayring, 2019). The source of the research data is the bilingual children's book *Khulafaur Rasyidin: The Story of Abu Bakar*. The unit of analysis includes three aspects, namely content (moral value in the story), visual (illustrations and image elements), and language (meaning equivalence and readability in Indonesian and English). The determination of this unit of analysis is based on the principle of categorisation in content analysis, which emphasises the suitability between the research objectives and the focus of the analysis (Mayring, 2019; Schreier, 2012).

Data collection was carried out through documentation techniques by examining the entire content of the book and observing the relationship between text and illustration. This technique is commonly used in qualitative research to obtain in-depth and contextual data (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The research instrument is in the form of a content analysis sheet compiled based on indicators in each aspect studied, allowing the analysis process to be carried out systematically and in a targeted manner (Elo & Kyngäs, 2008).

Table 1. Categories and Analysis Indicators

Analysis Aspect	Category	Indicator
Content	Language	Honesty, responsibility, social care, example
	Narrative Structure	Consistency of theme, storyline, relevance to child development
Visual	Illustration	Compatibility of images with text, clarity of objects, representation of figures
	Visual Elements	Colors, character expressions, visual composition
Language	Equivalence	Compatibility of Indonesian and English meanings
	Equivalence	Simplicity of sentences, clarity of vocabulary, age appropriateness

The analysis process is carried out through open coding stages of data units in the form of narratives, illustrations, and bilingual texts. At this stage, each section of the book is identified based on the indicators established in the research instrument. Furthermore, codes that have the same meaning are grouped into broader categories, namely content, visual, and language aspects. This categorisation process allows the researcher to identify patterns of integration between elements that appear repeatedly in the book being analysed.

Before being used in the data collection process, the analysis sheet instrument first goes through theoretical validation based on a literature review on children's literacy, picture storybooks, bilingualism, and multimodal analysis. In addition, the instrument is reviewed through expert judgment by experts who have competence in the field of early childhood education and child literacy to ensure the suitability of the indicators with the research objectives. The results of the review are used as the basis for improving the instrument so that each indicator used has operational relevance and clarity.

Data analysis is carried out through three stages, namely preparation, organising, and reporting, which include reading data thoroughly, grouping by category, and compiling results descriptively. This stage is a common procedure in qualitative content analysis that allows researchers to systematically identify patterns and meanings (Bengtsson, 2016; Krippendorff, 2018; Mayring, 2019).

The validity of the data is maintained through several strategies to increase the credibility of the research. In addition to using theoretical triangulation by comparing the results of analysis against various relevant literature reviews, this study also applies expert review through discussions with experts who understand the fields of early childhood education and child literacy. Furthermore, peer debriefing was carried out with colleagues to obtain input on the data interpretation process and trail audit in the form of documentation of all stages of systematic analysis. The combination of these strategies is used to increase trustworthiness and consistency of research results (Lincoln, 1990; Nowell et al., 2017).

3. Results and Discussion

Results

The results of the study show that the book *Khulafaur Rasyidin: The Story of Abu Bakr* has a strong integration between content, visual, and language aspects in conveying exemplary values to early childhood. This integration is not only visible in general. However, it can also be traced specifically to each section or page of the book, where each unit of narrative and illustration contributes to the formation of a whole meaning.

a. Content Analysis (Moral Values and Narrative Structure)

Based on the results of the analysis, the main theme of the story, which focuses on Abu Bakr's example as an honest, loyal, and steadfast figure of faith, is presented consistently from the beginning to the end of the story. At the beginning of the book, precisely around pages 2–3, the narration explicitly introduces the character of Abu Bakr with sentences that emphasise the main traits of the character, such as:

"Abu Bakr was a very honest and loyal companion of the Prophet"

From the perspective of early childhood education, introducing character traits through the mention of positive traits from the beginning of the story serves as a strategy for forming an initial moral scheme in children. The explicit presentation of honest and loyal traits helps the child recognise the characters that are considered ideal in the story. Thus, the narrative not only provides information about the characters, but also builds a moral understanding framework that becomes the basis for children to interpret the characters' actions in the next part of the story.

The use of the words "very honest" and "faithful" serves not only as a description, but also as an early marker of the construction of moral values that will be developed throughout the story. From the perspective of content analysis according to Elo & Kyngäs (2008), this section can be categorised as initial coding, where the core values have been introduced since the first narrative unit.

Furthermore, on pages 4–5, moral values are no longer conveyed declaratively, but begin to be realised in the form of concrete actions of characters. For example, a narrative such as:

"Abu Bakr immediately believed his story"

which in the English version is written:

"Abu Bakar immediately believed his story"

Indicates a shift from description to action representation. The word "trust" is an important indicator that shows the consistency of the character's behaviour, thus strengthening the indicator that moral values are not situational, but rather become the intrinsic character of the character. This shows that the book meets the indicator that moral values are conveyed through actions, not just lectures, as emphasised in the research instruments.

The delivery of values through the characters' actions shows that the moral learning process in the story takes place contextually. Children not only receive information about the values of honesty and loyalty, but also see how those values are embodied in real behaviour. This kind of narrative strategy is important because early childhood tends to understand moral concepts more easily through concrete examples than through abstract explanations or direct advice.

On pages 6–7, the narrative structure is still in the phase of introducing the character of Abu Bakr, which is simple but meaningful. In this passage, Abu Bakr is described as having a friendship with the Prophet and still justifies the Prophet Muhammad in conditions that require steadfastness

of faith. Textually, the narrative emphasises acts of belief and justification, which implicitly contain strong religious values.

From the visual side, this page displays several figures in one image composition that shows relational closeness through body position, direction of view, and interaction between characters. The visual composition supports a narrative that emphasises the value of friendship, loyalty, and positive social relationships.



Figure 1. Pages that demonstrate the value of honesty and responsibility

On pages 8–9, the story shows the social dimension of Abu Bakr's example, such as an attitude that is far from haram deeds. Narratives that contain words such as "honest", "educated", or "weak" and "patient" show that moral values develop from the personal aspect (honesty) to the social aspect (caring). The illustration in this section shows a scene of social interaction, such as Abu Bakr interacting with others, and the two people appear to be smiling, thus visually reinforcing the child's understanding of social concepts and empathy.

The peak of the narrative is on pages 10–11, where Abu Bakr is reaffirmed as an exemplary figure. In this section, the story's structure shows a reinforcing function, reinforcing values introduced from the beginning. This is further emphasised on page 12, where the narrative repeats the main characteristics of the characters, such as loyalty and faith. This repetition has an important function in early childhood learning, since it aligns with the principle that repetition helps internalise values.

The findings show that the construction of moral values in books is not delivered instructionally, but rather through consistent character development and storylines. This approach is important in children's literature because it supports character identification, where children understand and emulate positive behaviour through reading. Thus, the moral values contained in the

story have the potential to be easier to internalise because they are understood through the context of the characters' actions and experiences.

Overall, the content analysis shows that this book has met all indicators in the instrument, particularly in terms of:

- a. Theme consistency
- b. Flow clarity
- c. Delivering value through action
- d. Relevance to early childhood character education

However, there are some limitations in the contextual aspect, where some historical settings, such as Abu Bakr's position as caliph, are still abstract for early childhood and require assistance.



Figure 2. Illustration of characters with expressions and emotions

b. Visual Analysis (Illustration as a Language of Meaning)

From a visual perspective, the results of the study show that the illustrations in this book play a very significant role in supporting children's understanding of the story's content. On pages 4–5, the illustration shows Abu Bakr with a calm gesture and an upright body position. This visual representation directly shapes the child's initial perception of the character as a good and trustworthy person.

On pages 6–7, visual power is increasingly seen through the composition of characters who walk hand in hand and interact with each other in a narrative series. The visualisation of the Prophet is represented through the symbol of light as a form of adaptation to the sensitivity of representing the figure of the Prophet in the visual tradition of Islam. The use of these symbols allows the message of the story to continue to be conveyed without displaying the figure directly. From a visual literacy perspective, the light symbol serves as a marker of character identity that helps children recognise the character's existence and role in the story, as well as introducing a form of symbolic representation commonly found in Islamic literature. This shows that illustrations do not only function as a complement, but as a medium of communication.

These findings suggest that illustrations have an important cognitive function in the early childhood reading process. The presence of images helps connect verbal information with visual representations so that children can more easily understand the relationships between characters, the flow of events, and the moral messages contained in the story. In other words, illustrations act as a bridge of meaning that helps children build understanding before they can interpret the entire text independently.

On pages 8–9, the illustration begins to show the character's activities in daily life. Simple gestures like talking or interacting with others reinforce the narrative about honesty. The relationship between text and images in this section is representational, where the illustration directly illustrates the content of the text.

Next, on pages 8–9, an illustration showing the act of giving or helping others serves as a concretisation of the value of empathy. Children not only read about kindness, but also see how that kindness is done. This is in line with the theory of Hanisha & Djalari (2018), which states that illustrations in children's books function as visual language that helps children understand the meaning of stories.

In terms of colour, this book uses bright colours such as blue, green, and yellow, which are dominant on almost every page. These colours are not only visually appealing, but also create a comfortable and positive atmosphere for the child. This is in accordance with Thung & Ahmad (2022), who emphasised that colour has an important role in the child's learning process.

In addition to functioning aesthetically, the use of bright colours also contributes to increased early childhood visual attention and comfort during the reading process. Colours such as blue, green, and yellow tend to attract children's attention while creating a positive and fun atmosphere. From a child's developmental perspective, proper visual stimulation can help maintain focus, increase engagement with stories, and support positive emotional responses during reading activities. Therefore, the choice of colours in this book not only supports the visual aspect but also helps create a more interesting literacy experience for children.

However, there are some parts where the emotional expression of the characters is not completely varied, so the potential to deepen children's empathy can still be increased. Overall, the illustrations in this book do not function as mere decorative elements, but become an integral part of the construction of the story's meaning. The complementary relationship between text and illustration shows a multimodal literacy practice, which is the process of conveying meaning through a combination of various modes of representation. In the context of early childhood, this integration helps expand children's access to story content because understanding is built not only through written language but also through visual symbols that are more concrete and easy to understand.

c. Language Analysis (Bilingual Equivalence and Readability)

From the language aspect, this book shows a good level of equivalence between Indonesian and English. This is seen in various sections, such as on pages 4–5, where the sentence:

"Beiau was raised by Allah from Baitul Maqdis in Palestine to the seventh heaven in one night"

Translated into:

"He was enthroned by Allah from Baitul Maqdis in Palestine to the seventh heaven overnight"

This translation shows that there is no distortion of meaning, especially in the delivery of moral values. However, the diction of "enthroned" means to be placed on the throne; it can also be replaced with "journey," which has an equivalent to "isra," which means journey. The sentence structure in

English also remains simple and easy to understand, so that it is suitable for early childhood language skills.

These findings are in line with the communicative translation approach put forward by Adil (2020), which prioritises the target reader's understanding of the message. In the context of children's books, the use of simple and communicative sentence structure is important because the main goal of translation is not only to maintain linguistic form, but to ensure that the content of the story can be understood according to the level of early childhood language development.

From the perspective of translation studies, the suitability of meaning between Indonesian and English texts in this book can be understood through the concept of equivalence, which emphasises the equivalence of messages between the source language and the target language. Although not every sentence structure is translated literally, the main meaning to be conveyed can still be maintained so that the moral message in the story is still conveyed to the reader. This shows that translation in books is more oriented toward conveying meaning than preserving linguistic similarity.

In addition, sentence length in both languages is relatively short and not complex, which favours readability. Repetitive sentence patterns also make it easier for children to understand and remember the content of the story, as well as support reading aloud activities. However, in some sections, especially around pages 22–23, there are more abstract terms, such as the concepts of polytheism and miracles. In English, these terms can become more difficult to understand without the help of visual context or explanations from adults. Therefore, even though the language in this book is generally communicative, scaffolding is still needed in the learning process.

On the other hand, the existence of certain religious and historical terms indicates challenges in applying semantic translation. Some concepts such as miracles, caliphs, or polytheists have cultural and religious content that does not always have a direct equivalent in the target language. Therefore, translating these terms requires a balance between meaning accuracy and reader understanding so that children can optimally accept the story's educational value.

Theoretically, this finding is in line with the opinion of Adil (2020) that a good bilingual book uses a communicative approach, not a literal one. In addition, according to the theory of Bialystok et al. (2012), the existence of two languages in one medium can help children develop metalinguistic awareness, especially when supported by strong visuals. Exposure to two languages from an early age not only supports the development of language skills, but also helps children build metalinguistic awareness and cognitive flexibility that are important in the learning process. This ability allows children to understand the relationship between concepts and meanings in diverse communication contexts (Cummins, 2021).

In addition to being understood as a presentation of two languages side by side, this finding can also be reviewed through a translanguaging perspective that views the use of two languages as one interconnected communication system. The presence of Indonesian and English texts on one page allows children to build understanding through flexible transfer of meanings between languages. Thus, the bilingual function in this book is not only as a means of translation, but also as a strategy that supports strengthening the understanding of concepts and moral values through the representation of diverse languages.

d. Content, Visual, and Language Integration

The most significant finding in this study is the strong integration between content, visuals, and language in this book. This integration is evident in several sections, especially on pages 14–15, where:

- 1) Text conveys the value of steadfastness of faith

- 2) Illustrations show the interaction of characters that support the meaning
- 3) Bilingual language conveys the same message without distortion. The findings of this study provide a theoretical contribution to the study of children's literacy by showing that delivering moral values through character development and actions is more effective than direct or instructional delivery. In the context of early childhood education, this kind of narrative approach allows children to build a gradual moral understanding through the process of identifying the story characters. These findings reinforce the view that children's books can serve as a medium of moral meaning construction that encourages children's simultaneous cognitive and emotional engagement.

This combination shows that the child does not just understand the story through a single channel, but through multimodal integration involving text, images and language. Thus, this book can be categorised as a literacy medium that is not only linguistic, but also cognitive and symbolic, as described in theory (Bialystok et al., 2012).

Discussion

The results of the study show that the book *Khulafaur Rasyidin: The Story of Abu Bakr* has a strong integration between content, visual, and language aspects in conveying exemplary values to early childhood. These findings reinforce the view that children's books not only function as an entertainment medium, but also as a strategic means in character formation and children's literacy development.

a. Integration of Content with Previous Theory and Research

The findings of this study make a theoretical contribution to the study of children's literacy by showing that delivering moral values through character development and actions is more effective than direct or instructional delivery. In the context of early childhood education, this kind of narrative approach allows children to build a gradual moral understanding through the process of identifying the story characters. These findings reinforce the view that children's books can serve as a medium of moral meaning construction that encourages children's simultaneous cognitive and emotional engagement.

In terms of content, almost all indicators indicate the category of "exists", which means that the story has met the criteria of narrative quality for early childhood. The main themes of honesty, steadfastness of faith, and social concern are presented consistently through the characters' actions, not just normative statements. These findings align with the theory of Elo & Kyngäs (2008), which emphasises that in qualitative content analysis, strong meaning emerges when values are internalised through narrative action, not just in explicit descriptions.

In addition, the delivery of values through Abu Bakr's behaviour also supports the opinion of Maziyah et al. (2019), who stated that the quality of children's stories is determined by the ability of stories to present value through plots and characters, not through moral lectures. In this context, the book of Acts of Abu Bakr shows that children can understand the value of honesty and loyalty through concrete representations of the characters' actions, such as telling the truth and showing loyalty to the Prophet. Furthermore, the finding that stories can encourage empathy and care is also in line with the view of Horst & Houston-Price (2015), who stated that picture storybooks are an effective medium in helping children understand the social world and moral values through symbolic experiences. In this book, Abu Bakr's actions of helping and caring for others are a stimulus for children to develop empathy.

However, there is an important note in the indicator of relevance to early childhood, where the historical context of the story is still relatively abstract. This shows that although the moral value is concrete, the story's background requires a mediating role from the teacher or parents. These findings

reinforce the importance of the principle that children's stories should be not only valuable, but also contextual and close to the child's world.

b. Visual Integration in Multimodal Theoretical Perspectives

From a visual perspective, the results of the study show the dominance of the "very appropriate" and "appropriate" categories, indicating that the illustrations in this book function optimally in supporting children's understanding. Illustrations not only represent the text, but also clarify the events, emotions, and moral values contained in the story. This finding is very relevant to the theory of Hanisha & Djalari (2018), who state that illustrations in children's books are a form of visual language that has a communicative function. In the book *The Story of Abu Bakr*, the characters' expressions, gestures, and image composition help children understand the meaning of the story even before they fully understand the text.

In addition, the use of bright and child-friendly colours supports the findings of Thung & Ahmad (2022) that colour has an important role in creating a positive learning atmosphere and attracting children's attention. The colours in this book not only function aesthetically but also help build an emotional atmosphere that supports the internalisation of moral values. Furthermore, the complementary relationship between text and images shows that this book has fulfilled the principle of multimodal literacy, where meaning is constructed through the integration of verbal and visual symbols. This also reinforces the findings of previous research by Ilma & Handayani (2023), which stated that bilingual picture storybooks are effective in conveying character values when illustrations and text support each other.

These findings show that the effectiveness of children's books is not only determined by the quality of the text or illustrations separately, but also by the ability of the two elements to construct meaning in an integrated manner. From the perspective of multimodal literacy, illustrations function as a source of information that has an equivalent position to the text. Therefore, the visual and verbal integration in this book provides stronger support for the child's interpretation process than if the message is conveyed only through text.

However, there are a few notes on the variation in the characters' emotional expressions that are not fully optimal. This shows that developing more expressive illustrations can further increase the depth of children's emotional understanding of stories.

c. Language Analysis from the Perspective of Bilingualism

From a language perspective, the results of the study show that this book has a good balance of meaning between Indonesian and English, with a simple and communicative sentence structure. These findings support the theory of Adil (2020), who emphasises that bilingual children's books should use a communicative approach so that they are easy for children to understand. In addition, the use of short sentences and relatively simple vocabulary is also in line with the principle stated by Cummins (2021) that language in early childhood learning media must be adapted to the stage of children's language development. In this book, most of the sentences have met these criteria, thus supporting readability and ease in reading aloud.

From a bilingual perspective, these findings are also relevant to the theory of Bialystok et al. (2012), which states that bilingual children develop metalinguistic awareness through interaction with two languages. The presence of bilingual texts in this book provides an opportunity for children to recognise the relationship between two language systems, especially when supported by illustrations that clarify meaning. However, the study also found that some vocabulary in English is still relatively abstract, especially related to religious concepts. This shows that although this book is quite communicative, more attention is still needed in selecting vocabulary to really match the level of early childhood language development.

In addition to supporting metalinguistic awareness, the presentation of two languages in this book can also be understood through the concept of translanguaging, which places language as an integrated resource in the learning process. In the practice of reading, children have the potential to use their knowledge in Indonesian to help understand English texts, and vice versa. This process allows for a transfer of meaning that supports a deeper understanding of the content of the story. Thus, the existence of two languages in the book not only serves as a tool for foreign language recognition, but also as a strategy to strengthen children's understanding and literacy.

d. Integration of Content, Visuals, and Language as Multimodal Literacy Media

One of the main findings in this study is the strong integration between content, visuals, and language in the book *Kisah Abu Bakr*. These three aspects do not stand alone, but support each other in forming a complete reading experience for children. These findings reinforce the view of Bialystok et al. (2012) that the literacy process in bilingual children is multidimensional, involving the interaction between language, visual symbols, and cognitive meaning. In this context, the book *Kisah Abu Bakar* can be categorised as a literacy medium that not only develops language skills but also supports children's cognitive development and character.

The main contribution of this research lies in the effort to integrate content, visual, and language analysis in a complete study framework. In contrast to some previous studies that tend to focus on one aspect separately, this study shows that the interconnectedness of these three elements greatly influences the effectiveness of children's books in conveying moral values. These findings expand the study of bilingual children's literacy by placing books as a multimodal medium that integrates verbal, visual, and cultural representations in the process of forming meaning.

e. Implications and Critical Notes for Children's Book Writers

Although this book is generally of good quality, some findings are of concern for children's book writers, especially bilingual books.

First, language selection, especially in English, needs to take into account the child's level of comprehension. Vocabulary that is too abstract can hinder comprehension, so simplicity and concrete language must be a top priority.

Second, illustrations need to be continuously developed so that they are not only representative, but also expressive, so that they can strengthen the emotional aspect of the story.

Third, the context of the story needs to be more connected to the child's daily experience so that the moral values conveyed are not only understood, but can also be internalised more deeply.

Thus, this study not only shows the advantages of the book *Kisah Abu Bakar*, but also makes a practical contribution to the development of bilingual children's books that are more effective in supporting literacy and early childhood character education.

The findings of this study have important implications for early childhood education practices. First, bilingual storybooks can be used not only as a medium for language development, but also as a means of character education through the presentation of contextual moral values. Second, the integration of text, illustration, and language shows that early childhood learning needs to utilise various forms of representation to help children understand concepts more effectively. Third, the results of this research can be a reference for teachers and parents in choosing reading materials that are not only visually appealing, but also have adequate educational and linguistic quality.

4. Conclusion

This study shows that the bilingual children's book *Khulafaur Rasyidin: The Story of Abu Bakr* integrates content, visuals, and language well in conveying exemplary values to early childhood.

From the content aspect, moral values such as honesty, loyalty, steadfastness of faith, and social concern are presented consistently through the characters' actions to support the formation of children's character. From the visual aspect, illustrations serve as a representation of meaning that helps children understand the story more concretely and interestingly. Meanwhile, the language aspect shows a relatively good equivalence of meaning between Indonesian and English, thus supporting the introduction of bilingualism from an early age.

These findings indicate that the integration of content, visuals, and language plays an important role in building multimodal literacy experiences that support language development, visual literacy, and early childhood moral understanding. Therefore, this book has the potential to be an effective learning medium in supporting character education and early childhood literacy through an integrated bilingual approach.

This research also contributes to the development of bilingual children's literacy studies by showing the importance of integrated analysis between content, visuals, and language in evaluating the quality of children's books as a medium of character education.

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