

Evaluate the Use of Digital Stories to Develop Moral Values among Kindergarteners in Distance Education: A Mixed Method Study during COVID-19

Deyab A. Almaleki¹, Walaa M. Al-Barakati² and Norah A. Al-Ghamdi³

¹*Department of Evaluation, Measurement and Research, College of Education,
Umm Al-Qura University, Makkah, Saudi Arabia*

²*Department of Researcher at Curriculum and Instruction - E-learning,
College of Education, Umm Al-Qura University, Makkah, Saudi Arabia*

³*Department of Researcher at Curriculum and Instruction - E-learning,
College of Education, Umm Al-Qura University, Makkah, Saudi Arabia*
E-mail: ¹<damaleki@uqu.edu.sa>, ²<Princess.walaa1234@gmail.com>
³<nourah.abdulrahim@gmail.com>

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ABSTRACT This study aimed to reveal the extent to which digital stories are used in distance education during the COVID-19 pandemic in developing moral values among kindergarten children. The researchers have followed a mixed-method design due to its relevance to the nature of the research objectives. Two measures were used to realize the objectives of the research; quantitative data were gathered from questionnaires given to 285 randomly teachers and parents/guardians. While qualitative data were collected via a subset of 50 open-ended instructed questions. Results showed that teachers need support to reach the required level in the use of digital stories in education to assist kindergarten children to enhance their motivation to learn values as well as to attain more effective and efficient learning.

INTRODUCTION

It has become imperative to revolutionize education systems to create a conscious generation that can be creative inventive and innovative through adopting the e-learning system using technology. This move requires the use of modern technologies in kindergartens, which will lead to ensuring their interaction with these technologies and their sense of suspense and excitement. Therefore, these modern technologies should be included in most of the kindergarten activities and its various programs as a method of teaching. Fitri and Latif (2021) reveal that digital stories are one of the modern technologies that combined traditional paper stories with modern technology using multimedia such as still images, animations, videos, music backgrounds, sound effects, or voiceovers. Dube (2021) believe that it allows the child a wide space for interaction and creativity, in addition to being a source of fun, entertainment and education at the same time. It strengthens memory and speed of memory and

comprehension. It also provides them with cultural, psychological, and behavioral information and experiences, so they spend an enjoyable time listening to it and following its events with enthusiasm and passion.

Considering the outbreak of the Corona virus (Covid-19), a qualitative shift has been made and the experience of e-learning has been made available. The Ministry of Education in most countries such as the Kingdom of Saudi Arabia was able to continue the educational process with complete success during these exceptional circumstances. E-learning has contributed to supporting and facilitating the educational process. Furthermore, The Ministry has taken care of kindergartens and established special platforms for them, including the virtual kindergarten, through which digital stories can be used to instill many important values from a young age so that they grow up to understand these values and learn how to deal with situations.

The challenges we are witnessing in this era have made us need to provide our children with moral values so that they can face those challenges that aim to remove the values and moral principles that have been instilled in them at an early

Address for correspondence:
Deyab A. Almaleki
E-mail: damaleki@uqu.edu.sa

stage so that these principles can grow with the children (Ford et al. 2021; Maphosa and Dube 2021; Mphahlele and Jikpamu 2021). The kindergarten stage is one of the most important stages in human life as it is a preliminary stage and a basic base for the formation of the child's personality in the future. It is the comprehensive stage in which the abilities and talents of children are developed, and good morals are promoted so that the child grows in a balanced manner. Therefore, they must be brought up in proportion to the aspects of their personality, and they must be directed towards proper behavior, as it is an essential element in the child's personality and the development of desired behaviors. We should also focus on the religious curriculum that the child follows (Kundu and Bej 2021).

At this stage, the child's vulnerability to be affected by the surrounding factors increases, his tendencies and trends open, and he acquires knowledge, concepts, and values, methods of thinking and principles of behavior. Therefore, the kindergarten years are an important stage for effective education and for the proper development of the child (Maphosa and Dube 2021; Mphahlele and Jikpamu 2021).

The development of moral values is one of the most important goals pursued by the educational process, because instilling and developing them in children helps in building their personality capable of enhancing their social adjustment and psychological balance.

In light of changing circumstances and the era of digital transformation, digital stories became one of the means and methods that help in developing moral values. It gives the learner an opportunity to analyze and interpret the events of the story and makes the process of transferring information easily. The digital story plays a major role in educating the child's behavior and forming many of his moral values. Since our children are the mainstay of the future and our most precious possession, it is imperative for parents in general and the kindergarten teacher to have a degree of science and culture and keep pace with this era to be able to inculcate noble moral values in children (Collie 2021; Marpa 2021; Palau et al. 2021).

Story is the first place in the interests of children. It is one of the most loved activities that give them a sense of fun and pleasure, and it is the main element in the teaching process. The story helps

to form the child's personality, nurtures his imagination, and refines his morals, because it meets the child's need for imagination and provides him with types of colorful images, scenes and various movements that meet his needs (Suppan et al. 2020; Vattøy and Gamlem 2020; Xie and Yang 2020).

In the era in which we live, digital stories have become abreast of this era with the presence of electronic devices, as children deal with them with ease. The digital story is also characterized to assist in giving the child a positive activity while learning, presenting the information in an attractive and interesting way, providing the process of interaction between the child and the presented story as well as providing a lot of time for learning compared to traditional education. The child can store and retrieve information and stories at any time. It is a new style of presenting stories to children because it addresses more than one sense of the child, as they see events and characters and listen to sounds and auditory stimuli (Perera and John 2020; Rice et al. 2020; Sakineh and Ali 2020; Ford et al. 2021).

Moral values play a prominent role in determining the child's personality. It qualifies him to be positive and effective while increasing his chances of success in life, since moral education of the child builds a person of good character. It is also keen on bringing up an individual who adheres to the values of his religion. Furthermore, it refines feelings and human sense and purifies the soul from vices and evils, in addition to facing development by inventing methods and games that include moral and educational values (Fitri and Latif 2021; Munastiwi and Puryono 2021).

The importance of the role of kindergartens lies in developing the seeds of moral values planted by the family, and because the kindergarten environment contains many children, each child has values that have been taught from the family that differ from the other. The role of the kindergarten and the teacher comes in erasing unwanted values and instilling good values among children so that the values are unified among them. Where the child acquires values in multiple modern ways and means, including the digital story, which is considered one of the most important modern means in instilling moral values within the child, because he is at a stage where it is easy to influence through the characters of the story. Therefore, the kindergarten teacher can influence the

values and behavior of the child at this stage. Moreover, the digital story has a role in modifying behaviors into positive and acceptable behaviors, and it has also proven its effectiveness in developing some moral values and many attitudes (Wang and Mao 1996; Zaranis et al. 2013; Papadakis et al. 2017; Munastiwi and Puryono 2021).

After the impact of the Corona pandemic on the history of educational institutions in their upcoming programs, is how to avoid a repetition of what happened. The digital and media culture, which is a set of life skills necessary for full participation in our society saturated with information and rich in information, contributes to shaping individuals' attitudes, behaviors and values, Not only in childhood but throughout life. Children urgently need after this change in digital culture after the pandemic to privacy and safety from exposure to disturbing or inappropriate materials. Media and technology can enable them to gain many personal and social benefits and cultural. When media is brought into education programs in order to promote self-expression, communication and participation when using digital tools (Fitri and Latif 2021; Munastiwi and Puryono 2021).

In light of this tremendous technological progress and the reasons behind the widening of the knowledge and technical gap between different societies, and to narrow this gap, concerted efforts must be made in several areas, foremost of which is the teacher, so what can technology contribute to in terms of services in the educational field? What can education do to counter this accelerating development? How do teachers use technology in the educational process? So that it becomes a method and a way of thinking. The teacher plays an essential role in the education process, as it represents the goal that any educational system seeks to raise the level of students and achieve quality in that system, unless you hire a teacher, who is able to employ that effectively. If we want to achieve the concept of a successful teacher in this era and obtain effective learning for students, it is necessary to provide him with technological knowledge and skills through teacher preparation programs before and during service to bring about a qualitative shift in his preparation and rehabilitation, especially since the process of integrating technology into teaching requires systematic planning (Higgins and Moseley 2001).

Objectives

Based on the above, it is necessary to pay attention to kindergarten teachers on how to benefit from digital stories. Therefore, researchers saw from the foregoing that the problem of the study can be determined in developing moral values among kindergarten children using digital stories by parents and kindergarten teachers.

MATERIAL AND METHODS

The methodology used in this study was a mixed method design to identify the extent to which the electronic story was used in developing some moral values in distance education during the Corona pandemic among kindergarteners. The study complied with all regulations after the human subject and the institutional review board approved the protocol (HSIRB) at Umm Al-Qura University.

Measure

1. A questionnaire to measure the extent to which the electronic story is used in developing moral values among kindergarteners in distance education during the Corona pandemic.
2. A semi-structured interview was used to detect the following:
 - a. To what extent is the electronic story used in developing some moral values among kindergarteners in distance education during the Corona pandemic?
 - b. What is the skill needed to benefit from the electronic story to develop some moral values among kindergarteners in distance education during the Corona pandemic?
 - c. In your opinion, what are the necessary criteria for choosing an electronic story to develop moral values for kindergarteners in distance education during the Corona pandemic?

Research Procedure

The current research population consisted of all kindergarten teachers and parents in Saudi Arabia. A total of 298 participants responded. There were no major deviations from histogram, however, in scatterplot there were 13 cases extreme val-

ues larger or lower than most of cases, so might these values have influence points, but after conducted analysis of Leverage, Jackknife, to see that influence. The researchers found that 13 cases greater than cut off for the leverage method (0.0195) and the standardized residuals greater than -3 and deemed multivariate outliers then were removed from analysis leaving 285 cases.

Qualitative data was collected through interviews with 50 teachers. Data from each case was analyzed through an inductive process. The data from each case was analyzed for both textural and structural elements within each case; then those elements were further analyzed to establish thematic patterns in the data for that case. After identifying the thematic patterns within each case, the researchers conducted second cycle coding to delve deeper into those patterns and confirm thematic elements.

RESULTS AND DISCUSSION

First Question: What are the moral values that should be included in kindergarteners' electronic story in distance education during the Corona pandemic? Percentages related to the responses of teachers and parents were calculated. The results are explained in Table 1.

The highest degree of moral value that must be strongly embedded in the electronic story of distant kindergarten children during the Corona pandemic was (76.1%), which are "the divine values derived from the Holy Quran and Sunnah", Then it

was followed by "human values that urge the good" with a percentage of 73percent, and then respectively with rates (63.3%, 60.4%, 46.7%) for moral values that are valid for every time and place, and moral values that are comprehensive to all aspects of life, and finally values acquired through the environment. With a very small and equal percentage of (0.7%), some believe that "the divine values derived from the Holy Quran, and the Sunnah of His Messenger, as well as the values acquired through the environment" should not be included within the electronic stories of distant kindergarten children during the Corona pandemic.

From this point of view, society believes that electronic stories for children should contain some of the teachings of morals and behavior contained in the Holy Qur'an, as this reflects the morals of society and develops the speed of children's integration and understanding of culture. It can also potentially lead to the development and creativity; this is confirmed by both Almaleki (2021) and Ali (2020).

Second Question: "To what extent the moral values necessary to develop positive behaviors among kindergarten children in the distant electronic story during the Corona pandemic are available? Table 2 represents the frequencies and percentages of the responses of teachers and parents.

The very highest degree of the availability of moral values necessary for the development of positive behaviors among kindergarten children in the electronic story during the Corona pandemic, was between (37.2%) and (54%), and it "encourages

Table 1: Frequency and percentages of responses of teachers and parents about the importance of including moral values

Clauses	The degree and percentage of the importance of embedding moral values				
	Strongly agree (Freq./%)	Agree (Freq./%)	Natural (Freq./%)	Disagree (Freq./%)	Strongly disagree (Freq./%)
Divine values derived from the Holy Qur'an and the Sunnah of the Holy Prophet.	217 76.1%	62 21.8%	4 1.4%	2 0.7%	0 0%
Human values that urge the good.	208 73%	75 26.3%	2 0.7%	0 0%	0 0%
Values gained through the environment.	133 46.7%	136 47.7%	14 4.9%	2 0.7%	0 0%
Moral values that are valid for every time and place.	181 63.5%	96 33.7%	5 1.8%	3 1.1%	0 0%
Moral values that are comprehensive to all aspects of life	172 60.4%	103 36.1%	10 3.5%	0 0%	0 0%

Table 2: Frequency and percentages of responses of teachers and parents about the availability of the necessary moral values

<i>Clauses</i>	<i>The degree and percentage of the importance of embedding moral values</i>				
	<i>Strongly agree (Freq./%)</i>	<i>Agree (Freq./%)</i>	<i>Natural (Freq./%)</i>	<i>Disagree (Freq./%)</i>	<i>Strongly disagree (Freq./%)</i>
Lofty values are instilled in the child.	136 47.7%	126 44.2%	16 5.6%	4 1.4%	3 1.1%
Motivate the child to imitate some moral values.	139 48.8%	134 47%	10 3.5%	2 0.7%	0 0%
Lovely values presented.	139 48.8%	129 45.3%	15 5.3%	2 0.7%	0 0%
It encourages the child towards learning more moral values.	154 54%	117 41.1%	12 4.2%	2 0.7%	0 0%
Help to maintain the impact of acquired moral values.	133 46.7%	136 47.7%	11 3.9%	5 1.8%	0 0%
The formation of a distinctive child character with high morals.	131 46%	104 36.5%	38 13.3%	10 3.5%	2 0.7%
It addresses many ethical issues.	119 41.8%	115 40.4%	32 11.2%	18 6.3%	1 0.4%
Shaping the child's behavior into desirable attitudes.	112 39.3%	133 46.7%	31 10.9%	9 3.2%	0 0%
Check psychological and social adjustment.	106 37.2%	135 47.4%	28 9.8%	12 4.2%	4 1.4%

the child to learn more moral values and achieve psychological and social adjustment". This is confirmed by both Dhawan (2020) and Geier (2021), who concluded that this increases the opportunity for children to learn. Then it spread at a rate between (36.5%) and (47.7%) for the clauses "Help to maintain the impact of acquired moral values, and the formation of a distinctive child character with high morals." as this is the highest percentage. This is what all societies seek to achieve by instilling and developing positive values in children and working to raise a generation that carries high morals (Ford et al. 2021; Maphosa and Dube 2021). Then, respectively, it came with an average percentage between (3.5%) and (13.3%) for the clauses "The formation of a distinctive child character with high morals and Motivate the child to imitate some moral values". This is confirmed by both Dhawan (2020), which believes that raising children to acquire moral values by imitating their parents is one of the most successful ways of raising generations. Finally, it came with a very low percentage between (0%) and (1.4%) in some clauses within the availability of moral values necessary to develop positive behaviors among distant kindergarten children during the Corona pandemic.

Third Question: What is the extent of practicing the moral values necessary to develop positive behaviors among kindergarteners in the electronic story in distance education during the Corona pandemic? Table 3 represents the frequencies and percentages of the responses of teachers and parents.

The very highest degree on the extent to which the necessary moral values are practiced in developing positive behaviors was between (38.2%) and (96.1%), which is "helping others and providing them with assistance and influenced by others". Then it extended with a percentage between (16.8%) and (42.8%) which was "tolerates those who offend him and glorifies God's rituals", which is the highest percentage. Then it came at a medium rate between (0.4%) and (16.8%) respectively in the clauses "influenced by others, thank those who serve them and provide them with assistance". Finally, it came with a very low and equal percentage between (0%) and (0.7%) that included most of the axis clauses about the extent to which the necessary moral values are practiced in developing positive behaviors. Dhawan (2020) and Geier (2021) confirmed that result, which he believes that it is in the goodness of societies to feel

Table 3: Frequency and percentages of responses of teachers and parents about the availability of the necessary moral values to developing positive behaviors

<i>Clauses</i>	<i>The extent to which the necessary moral values are practiced in developing positive behaviors</i>				
	<i>Strongly agree (Freq./%)</i>	<i>Agree (Freq./%)</i>	<i>Natural (Freq./%)</i>	<i>Disagree (Freq./%)</i>	<i>Strongly disagree (Freq./%)</i>
15-magnifies the rituals of God.	235 82.5%	48 16.8%	2 0.7%	0 0%	0 0%
16-He is honest in his speech.	231 81.1%	51 17.9%	3 1.1%	0 0%	0 0%
17- He is satisfied with what he has.	205 71.9%	69 24.2%	8 2.8%	3 1.1%	0 0%
18-influenced by others	109 38.2%	103 36.1%	48 16.8%	23 8.1%	2 0.7%
19- Humble in his dealings with others.	178 62.5%	100 35.1%	7 2.5%	0 0%	0 0%
20-He tolerates those who offend him.	124 43.5%	122 42.8%	38 13.3%	0 0%	1 0.4%
21-Repay evil with kindness.	153 53.7%	110 38.6%	18 6.3%	3 1.1%	1 0.4%
22-He knocks on the door before entering.	218 76.5%	59 20.7%	6 2.1%	2 0.7%	0 0%
23-He helps others	197 96.1%	84 29.5%	4 1.4%	0 0%	0 0%
24- Takes into account the manners of talking with others.	206 72.3%	72 25.3%	5 1.8%	2 0.7%	0 0%
25- He respects the opinion of others.	182 63.9%	98 34.4%	5 4.8%	0 0%	0 0%
26- He apologizes to those he offended.	172 60.4%	95 33.3%	12 4.2%	6 2.1%	0 0%
27- He thanks those who serve him and helps him	211 74	73 25.6	1 0.4	0 0	0 0

responsible towards others and help them so that security, stability and general satisfaction prevail in society.

Fourth Question: Are there statistically significant differences due to the experience level variable (teachers/parents) about the extent to which the electronic story is used in distance education during the Corona pandemic in developing some moral values among kindergarteners? Table 4 represents the t-test for the two independent samples between the mean of (teachers - parents) according to the experience level variable.

The researchers tested the variance of the data, and it is clear from the result that the value of the Levene test = 2.139 and the significance level is 0.145, which is greater than 0.05. Therefore, the researchers accept the null hypothesis that the variance is equal between the two samples. Since the data has equal of variance, we take the value in the first row of the t-table (Equal variances assumed).

t-test for the two independent samples: Since the value of the t-test is 2.544, and the significance level is 0.011 and it is less than 0.05, so it is a statistically significant. Therefore, the researchers reject the null hypothesis and accept the alternative hypothesis, that is, there are significant differences in the means of the research sample members on the scale according to the experience level variable (parents/teachers) for parents. This was confirmed by several studies, which indicated that dealing with students in the kindergarten stage must be done through highly experienced teachers so that the moral values of society are instilled, and that the kindergarten stage requires a high ability to understand children's behavior (Artut 2009; Çaganaga 2015; Hu and Lu 2020; Rice et al. 2020).

Fifth Question: Are there statistically significant differences due to the two variables (number of years of experience, type of school) about the

Table 6: Two-way analysis of variance for variables (years of experience and type of school) and their interaction

<i>Source</i>	<i>Type III Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig. Partial</i>	<i>Eta Squared</i>
Corrected model	0.772 a	7	0.110	0.660	0.706	0.033
Intercept	46.155	1	46.155	276.291	0.000	0.673
School type	0.002	1	0.002	0.014	0.905	0.000
Years of experience	0.450	3	0.150	0.898	0.444	0.020
School type * Number of years of experience	0.571	3	0.190	1.139	0.336	0.025
Error	22.385	134	0.167			
Total	322.970	142				
Corrected total	23.157	141				

a. R Squared = .033 (Adjusted R Squared = -.017-)

qualitative analysis method was used to determine the main themes and the dominant response pattern.

Based on the result shown in Table 7, it can be said that teaching and developing moral values among kindergarten children through the digital story requires a lot of care and attention. The integration of modern technologies in the classroom, including digital stories, plays an important role in the development and consolidation of moral values among kindergarten children, because every child in our environment is has an opportunity to become a citizen wrapped in high moral values. In addition, this is one of the factors that shape the behavior of the individual and enables him achieve balance within social life. This comes by empowering the teacher with technical skills in using and producing digital stories to develop many values, including moral values. The results of this research indicated that female teachers need support to reach the required level in order to help students in pursuing their academic career as well as increase their motivation to learn their ideals and values, and to reach more effective and efficient learning.

CONCLUSION

This study investigated how digital stories to develop moral values among kindergarteners in distance education. The researchers found that teachers need support to reach the required level in the use of digital stories in education to assist kindergarten children to enhance their motivation to learn values as well as to attain more effective and efficient learning. This is consistent with many studies that believe the importance of integrating

technology into kindergarten education and how the Corona pandemic has cast a shadow in affecting children's education. As the results showed educating and creating moral values among kindergarten children through the computerized story requires a part of care and consideration. The integration of advanced innovations within the classroom, computerized stories, plays a critical part in the advancement of moral values among kindergarten children, this confirms the findings of previous studies.

Through this study and the previous research literature, the researchers suggest some points that are believed to be important for developing moral values among kindergarten children.

1. The necessity of using educational programs that rely on digital stories to develop many values.
2. Conducting training courses for kindergarten teachers in integrating technology with educational situations in general and integrating and producing digital stories in particular.
3. Seeking to combine the efforts of writers of moral values of education stories with technology experts, and kindergarten teachers to produce digital stories that help in their aspirations.
4. Paying attention to the digital story and including it in the kindergarten curricula to increase motivation towards learning.
5. Embedding the skills of designing and producing digital stories in some of the courses of kindergarten students in universities.
6. Conducting studies to identify the obstacles that reduce the role of the kindergarten teacher in promoting and developing values.

Table 7: Qualitative analysis

<i>Themes</i>	<i>Sub-themes</i>	<i>Segments</i>	<i>Chunks (Code)</i>	<i>The percentage of agreement between teachers</i>
The teachers see that electronic stories have a role in developing moral values as a technological innovation that takes into account learning patterns and gives the child many skills.	The role of the electronic story	Digital stories are one of the modern methods that have been used in education and have proven their effectiveness and ability to serve the educational process. What distinguishes it is that it makes learners active and interactive during the presentation of the digital story. When it is presented to the learners, it raises their attention and attracts them towards the topic and allows them to think, imagine and acquire the moral values contained in the story. It thus develops higher-order thinking skills.	Digital stories are one of the modern methods that have been used in education and have proven their effectiveness and ability to serve the educational process. What distinguishes it is that it makes learners active and interactive during the presentation of the digital story. When it is presented to the learners, it raises their attention and attracts them towards the topic and allows them to think, imagine and acquire the moral values contained in the story. It thus develops higher-order thinking skills.	100%
		Develop some moral values for children such as: (obedience to parents, cleanliness, cooperation, patriotism, respect for the elder and kindness to the young, honesty)	Identifying the moral values that can be developed in a kindergarten child, designing stories in which children participate that will develop their moral values such as: (obedience to parents, cleanliness, cooperation, patriotism, respect for the elder and kindness to the young, honesty).	100
	Take into account learning styles	Digital stories have proven to be effective in the educational process, as they are suitable for both visual and auditory learners	Electronic stories have proven to be effective in the educational process as they are suitable for both visual and auditory learners. It also adds fun, excitement and develops problem-solving ability. They are suitable for different age groups and can be used in most subject areas.	100
		Stories help an individual learn skills and gain knowledge.	Stories are the human experience since ancient times, in conveying information about himself, others or the world, and help him to understand the culture of others and visualize the world around him. Most importantly, stories help one learn skills and gain knowledge. Electronic stories have proven to be effective in the educational process as they are suitable for both visual and auditory learners. It also adds fun, excitement and develops problem-solving ability. They are suitable for different age groups and can be used in most subject areas.	100
The teachers see that electronic stories have a role in developing moral values as a technological innovation that takes into account learning patterns and gives the child many skills.	listening skill	The skill of listening because a person can listen three times as much as he reads.	The skill needed to benefit from the electronic story is the skill of listening, because a person can listen three times as much as he reads.	75

Table 7: Contd....

<i>Themes</i>	<i>Sub-themes</i>	<i>Segments</i>	<i>Chunks (Code)</i>	<i>The percentage of agreement between teachers</i>
The teachers' view of the necessary criteria when choosing an electronic story.	Computer skill	The teachers' view of the skill that may be benefited from the electronic story has varied. The criterion for choosing an electronic story is creativity.	The skill of listening because a person can listen three times as much as he reads, listening skill	80
	Creativity		The criterion for choosing an electronic story is creativity. This is because of the distinct positive interaction and activity that occurs between them, while employing the characteristics of creativity and its components to enrich and develop the moral values of kindergarten children. I take into account the proper structure of the story when choosing an electronic story	95
	Observe the proper structure of the story	I take into account the sound structure of the story when choosing the electronic story and set the objectives of the moral values to be known.	Clarity in presentation and goals, and that it be interesting, and its events are sequential, suites the level of children. The texts must also be written appropriately, containing static and moving images, and the voices should be appropriate with the characters.	95
	Clarity in presentation and goals	Clarity in presentation and goals, and that it should be interesting, and its events are sequential, suites the level of children. The texts must also be written appropriately, containing static and moving images, and the voices should be appropriate with the characters.		
	Simplify the story when it is mentioned to the child	The most important criteria are to simplify these stories when they are mentioned to the child so that he can catch them	The style of stories has been used in the Holy Qur'an very widely in the stabilization of faith values and their consolidation in the souls. It may be one of the most important criteria to simplify these stories when they are mentioned to the child so that he can absorb them and grow up with a lover of moral values, achieving truth, justice and goodness, and living on tolerance and charity. The presence of children's favorite characters, with clear and non-tacky drawings. There must also be an axis or a basic value in the story and not to provide more than one value, and the dialogue between the characters should be calm and not fast so that the children can follow him in the classical Arabic language. It should not be too many characters.	100
	Story characters	The presence of children's favorite characters, with clear and non-tacky drawings.		100

7. Paying attention to the value aspect of the kindergarten child with all educational means and various modern learning strategies.

Based on the foregoing, studies confirmed that the degree of teachers' practice information and communication technology is low, so it is necessary to reconsider their preparation programs and conduct continuous training courses for them. The emphasis on the effectiveness of design in developing the skill of producing digital stories for kindergarten has a role in instilling moral values.

RECOMMENDATIONS

To evaluate the use of digital stories to develop moral values among kindergarteners in distance education, it is essential to draw decision-makers' attention to the development of an electronic platform for kindergarteners (teachers and families of students) to raise awareness of the use of digital stories to develop moral values among kindergarteners in distance education. While the strategies in teaching students by creating many applications based on enhanced reality technology in various teaching techniques for kindergarteners and their dissemination to educational professionals.

CONFLICT OF INTEREST DISCLOSURE STATEMENT

The researchers do not have any interests that might be interpreted as influencing the research. Additionally, this manuscript has not been submitted to any other journal, nor is it under consideration for publication with any other entity.

ETHICAL CONDUCT STATEMENT

That Internal Review Board (IRB) approval for the use of human subjects was granted prior to conduct of the research and guidelines were adhered to throughout the research process.

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