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ARTIFICIAL INTELLIGENCE-BASED VISUAL MEDIA FOR FOSTERING HINDU CHARACTER VALUES IN EARLY CHILDHOOD

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Abstract

The development of Artificial Intelligence (AI) has encouraged various innovations in education, including the development of visual media to support character education in early childhood. Young children tend to learn through observation, concrete experiences, and imitation; therefore, visual media may help present character values in more contextual ways. This study aims to examine the use of AI-based visual media as a supporting tool for fostering Hindu character values in early childhood education. The study employed a qualitative approach using a library research method. Data were collected through documentation of relevant scientific articles, books, and academic documents and analyzed using content analysis. The findings suggest that AI-based visual media have the potential to help educators develop engaging, creative, and contextual learning materials. Hindu character values, including Tri Kaya Parisudha, Tat Twam Asi, and Tri Parartha, can be represented through illustrations of concrete behaviors related to children's everyday experiences. These representations may serve as resources for introducing moral and spiritual concepts and connecting them with children's experiences. However, the use of AI-generated visual media requires teacher guidance and validation to ensure alignment with children's developmental stages, learning objectives, and Hindu educational values. As this study is based on library research, the potential of such media should not be interpreted as empirical evidence of improvements in children's character development. Therefore, AI-based visual media may be considered an innovative supplementary resource for Hindu character education in early childhood, provided that teacher involvement, content accuracy, role modeling, and habituation remain central to the learning process.

Keywords: Artificial Intelligence; Visual Media; Hindu Character Values; Early Childhood.

INTRODUCTION

The development of artificial intelligence (AI) has created new opportunities for educational innovation, including the development of learning materials that can be adapted to specific pedagogical objectives. Generative artificial intelligence (GenAI), in particular, enables

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users to produce various forms of content, including text and images, through natural-language prompts. In educational settings, these capabilities may assist teachers in preparing instructional materials and exploring alternative ways of presenting learning concepts. However, the educational value of generative AI does not depend solely on its ability to produce content quickly. It also depends on pedagogical appropriateness, content accuracy, ethical considerations, and the extent to which teachers remain actively involved in the learning process (Kasneci et al., 2023; Miao & Holmes, 2023). Therefore, the use of generative AI in education should be examined not only in terms of technological innovation but also in relation to its educational purpose and the values it is intended to promote.

Visual learning media are particularly relevant to early childhood education because young children develop their understanding through observation, play, interaction, and engagement with concrete experiences. Images and illustrations can provide recognizable representations of situations that might otherwise be difficult for children to understand through abstract verbal explanations alone. Nevertheless, visual materials do not automatically produce better learning outcomes. Their contribution depends on how images and words are designed, the complexity of the information presented, and the learning activities accompanying them. The Cognitive Theory of Multimedia Learning emphasizes the importance of coordinating verbal and visual information while managing the limitations of learners' cognitive processing (Mayer & Fiorella, 2022). In this context, generative AI may offer teachers a practical means of developing illustrations, picture stories, and learning posters that reflect children's everyday experiences. Nevertheless, claims about the effectiveness of AI-generated visual media in fostering character development require further empirical investigation rather than being inferred solely from the availability or attractiveness of the media.

The use of generative AI for children also raises important ethical and pedagogical concerns. AI-generated images may contain inaccurate details, stereotypical representations, cultural bias, or misleading visual and textual information. Such problems become particularly significant when the images represent religious teachings, cultural practices, traditional clothing, sacred symbols, or other culturally specific elements. Questions concerning copyright, the provenance of generated content, and the protection of children's personal data must also be considered. UNESCO's guidance on generative AI in education and research emphasizes a human-centred approach, including appropriate human oversight, privacy protection, and pedagogical validation (Miao & Holmes, 2023). Similarly, UNICEF's guidance on AI and children highlights children's safety, privacy, fairness, inclusion, transparency, and developmental well-being as important considerations in AI-related practices (UNICEF, 2025). Accordingly, AI-generated visual media should be reviewed by educators before classroom use to ensure that the content is developmentally appropriate, culturally accurate, and consistent with the intended learning objectives.

Character education is an important component of early childhood education because it provides opportunities for children to recognize, practice, and gradually develop positive patterns of behavior. In Hindu education, character formation can be connected to ethical and spiritual values that guide individuals' relationships with themselves, other people, and their surrounding environment. Three relevant teachings are *Tri Kaya Parisudha, Tat Twam Asi,* and *Tri Parartha*. *Tri Kaya Parisudha* emphasizes the purification of thought, speech, and action; *Tat Twam Asi* provides an ethical foundation for empathy and respect for others; and *Tri Parartha* is commonly associated with values of compassion, generosity, and devotion or respect through the principles of *Asih, Punia, and Bhakti*. These teachings can be introduced to young children through situations

that are familiar to their everyday lives, provided that the representations remain consistent with their religious and cultural meanings.

Previous studies have explored the use of educational media and teaching strategies to introduce Hindu character values in early childhood. Lawe et al. (2020), for example, examined animation as a medium for character education based on *Tri Kaya Parisudha* for children. Jaya et al. (2025) developed children's movement and songs based on *Tri Kaya Parisudha* as a medium for introducing Hindu character values in early childhood. Sumertini and Sutresna (2024) discussed the development of Hindu character values education for early childhood, including *Tri Parartha, Tri Kaya Parisudha*, and *Tat Twam Asi*. In addition, Lestiawati et al. (2023) examined teacher strategies for implementing Hindu-oriented learning in an early childhood education setting. These studies provide relevant foundations for understanding how Hindu values can be introduced through educational media, developmentally appropriate activities, and teacher-guided learning. However, the cited studies do not, by themselves, establish the effectiveness of generative AI-based visual media, and their findings should not be interpreted as direct evidence of the effects of AI-generated images on children's character development.

The research gap addressed in this study lies in the conceptual intersection of generative AI, visual learning media, early childhood education, and Hindu character education. Existing studies have examined AI and its opportunities and challenges in education, while other studies have explored animation, movement and songs, and teacher-guided approaches to introducing Hindu character values to young children. These strands of literature provide relevant but distinct foundations. A more focused conceptual discussion is needed to explain how AI-generated visual media may represent Hindu character values through observable behaviors, how teachers can validate these representations, and what pedagogical, cultural, and ethical considerations should guide their use. This study therefore does not assume that AI-generated visual media are inherently effective; rather, it examines their potential and the conditions necessary for responsible educational implementation.

Based on this research gap, the study aims to: (1) examine the potential of generative AI-based visual media for supporting learning in early childhood education; (2) analyze how Tri Kaya Parisudha, Tat Twam Asi, and Tri Parartha may be represented through concrete, developmentally appropriate behaviors; and (3) identify the pedagogical, cultural, and ethical considerations involved in using AI-generated visual media for Hindu character education. Through a qualitative library research approach, this study seeks to develop a conceptual understanding of teacher-mediated AI-based visual media as a supplementary resource for Hindu character education. The study is expected to contribute to the discussion of educational media development by connecting generative AI with Hindu character values while recognizing that the proposed educational potential requires further empirical examination.

METHODOLOGY

This study employed a qualitative approach using a library research design to examine the potential of generative *Artificial Intelligence* (AI)-based visual media in supporting Hindu character education in early childhood. The study reviewed relevant literature on generative AI in education, visual learning media, early childhood character education, and Hindu educational values. Scholarly articles, academic books, research reports, and official educational documents were treated as documentary sources. The study focused on developing a conceptual understanding rather than measuring the empirical effectiveness of AI-based visual media on children's character development (Dantes, 2023). Search terms covered generative AI, AI-

generated images, visual learning media, early childhood education, Hindu character education, *Tri Kaya Parisudha, Tat Twam Asi, and Tri Parartha*. Sources were selected based on their relevance to the research objectives, credibility, and contribution to the analysis. Publications unrelated to the research focus, duplicate records, and sources with insufficient verifiable information were excluded.

Data were collected through documentation and organized according to the objectives, theoretical foundations, methods, findings, and relevance of each source to the research questions. In addition to the literature review, ChatGPT was used to generate illustrative educational posters representing *Tri Kaya Parisudha, Tat Twam Asi,* and *Tri Parartha*. The process involved identifying the character values, formulating prompts describing the intended behaviors and visual characteristics, generating images, and examining the resulting materials. The posters were used as illustrative examples for conceptual analysis rather than as empirically validated learning media (Sugiyono, 2023).

The collected literature and generated posters were analyzed using qualitative content analysis. Relevant information was identified, coded according to its relationship to the research objectives, and grouped into three analytical themes: (1) the potential of AI-based visual media in early childhood education; (2) the visual representation of Hindu character values through concrete behaviors; and (3) the pedagogical, cultural, and ethical considerations involved in developing and using AI-generated visual media. The findings were synthesized descriptively and interpretively to develop a conceptual understanding of teacher-mediated AI-based visual media in Hindu character education. The trustworthiness of the analysis was supported by comparing relevant scholarly literature, theoretical perspectives, and official educational guidance. Interpretations of Hindu character values were examined in relation to relevant literature, while the generated posters were considered in terms of message clarity, cultural appropriateness, and developmental suitability.

RESULTS AND DISCUSSION

Artificial Intelligence in the Development of Visual Media for Early Childhood Education

The advancement of digital technology in the twenty-first century has driven the emergence of various innovations that have transformed the way people learn, work, and interact. One of the innovations that has had a significant impact on education is *Artificial Intelligence* (AI), a technology that enables computer systems to perform tasks that typically require human intelligence, such as recognizing patterns, understanding language, generating content, and providing recommendations based on available data (Holmes et al., 2022). In the educational context, AI is no longer viewed merely as a supporting technological tool but has evolved into an instrument capable of helping educators create learning experiences that are more effective, interactive, and responsive to learners' needs (UNESCO, 2023). This development indicates that AI has become an important component of educational transformation in the digital era.

One of the most prominent developments in AI in recent years is the emergence of *Generative Artificial Intelligence*. This technology enables users to generate various forms of new content, including text, images, audio, and video, through instructions provided in the form of *natural language prompts* (Ma`arif et al., 2024). The presence of generative AI creates new opportunities for education because educators can develop teaching materials and learning media more quickly, flexibly, and creatively. Various AI-based platforms, such as ChatGPT and image-generation technologies, enable teachers to produce educational illustrations, picture stories,

learning posters, and other visual media that can be tailored to instructional objectives and students' characteristics (Kasneci et al., 2023).

The application of AI in visual media development has strong relevance to early childhood education. At this stage of development, children tend to understand the world through concrete experiences, visual observations, play activities, and imitation of their surrounding environment. Therefore, media containing images, colors, symbols, and illustrations are more effective in attracting children's attention and helping them understand concepts that are still abstract in nature (Nurhayani et al., 2022). In line with the *Cognitive Theory of Multimedia Learning*, information presented through a combination of verbal and visual elements is more easily processed by learners because it engages multiple cognitive channels during the learning process (Mayer & Fiorella, 2022). With the support of AI, the creation of visual learning media, which previously required specialized design skills, can now be accomplished more easily through the formulation of prompts that align with instructional needs.

The growing presence of AI in education is also reflected in its increasingly widespread use among teachers. Numerous studies indicate that AI is utilized to support lesson planning, instructional material development, assessment design, and the creation of more adaptive and personalized learning media (Tlili et al., 2023). In the context of early childhood education, AI technology can assist teachers in generating visual media that depict children's everyday experiences, allowing learning concepts to be presented in ways that are more relatable to learners (Dahlan et al., 2025). This condition provides educators with opportunities to create more engaging learning environments while supporting the internalization of values and character through meaningful visual experiences.

When associated with Hindu character education, AI-based visual media offers considerable potential. Hindu character values such as *Tri Kaya Parisudha*, *Tat Twam Asi*, and *Tri Parartha* embody moral and spiritual concepts that need to be understood through concrete experiences in order to be easily accepted by young children (Kertih et al., 2025). Through AI technology, teachers can generate illustrations depicting positive thinking, truthful speech, righteous actions, mutual respect, sharing with others, and various forms of positive behavior that are closely connected to children's daily lives (Sitorus et al., 2026). Such visualizations help children understand character values not merely as concepts they hear about but as behaviors that can be observed, practiced, and emulated.

Despite the many opportunities offered by AI, its implementation in education still requires careful supervision and sound pedagogical considerations. UNESCO (2023) emphasizes that the use of AI in education should maintain a *human-centered approach*, ensuring that technology serves as a tool to support learning rather than replace the role of teachers. In character education, AI-based visual media should be integrated with role modeling, habituation, and direct interaction between teachers and learners (Dahlan et al., 2025). In this way, technology functions as a means of strengthening character education, while teachers remain the primary actors in guiding children's moral and spiritual development.

Based on the discussion above, it can be understood that the existence of *Artificial Intelligence* in the development of educational visual media reflects a paradigm shift in the learning process. AI not only provides greater ease in producing creative and adaptive learning media but also opens new opportunities to strengthen character education in early childhood. In the context of Hindu education, the use of AI-based visual media can serve as an innovative approach that helps teachers translate character values into forms that are more concrete,

engaging, and aligned with children's developmental characteristics, thereby enabling the internalization of values to occur more effectively.

The Urgency of Artificial Intelligence-Based Visual Media in Instilling Hindu Character Values in Early Childhood

The development of digital technology has brought significant changes to modern educational practices, including early childhood education. The emergence of *Artificial Intelligence* (AI) has created various new opportunities for developing learning media that are more innovative, interactive, and responsive to the needs of twenty-first-century learners (Holmes et al., 2022). Technology no longer functions merely as a medium for delivering information but has also become an instrument that assists educators in creating more engaging and meaningful learning experiences (Kemendikbudristek RI, 2022). In this context, the utilization of AI in the development of visual media represents a relevant alternative for supporting child-centered learning processes.

Learning media play a crucial role in helping learners understand information and build more effective learning experiences. According to Mayer & Fiorella (2022), the use of media that combines verbal and visual elements can enhance attention, strengthen memory retention, and help learners understand abstract concepts. In early childhood education, the presence of visual media becomes even more important because children are still at a developmental stage characterized by concrete thinking (Raoza, 2024). Children find it easier to understand concepts through images, colors, symbols, and illustrations that can be directly observed rather than through abstract verbal explanations. Therefore, visual media serves as an effective tool not only to support the learning process but also to create enjoyable and meaningful learning experiences.

The urgency of using visual media becomes even more evident when linked to character education. Character education in early childhood aims to instill moral, social, and spiritual values that serve as the foundation for children's behavior in everyday life. Early childhood is a critical developmental period because it is during this phase that children begin to form habits, attitudes, and behavioral patterns that will influence their future development (Rizky & Huda, 2026). In this process, children learn not only through instructions provided by teachers but also through observing and imitating behaviors they encounter in their surroundings. Bandura's *Social Learning Theory* explains that observation and imitation play a vital role in shaping children's behavior (Wahyuni & Fitriani, 2022). Therefore, the visualization of positive behaviors through learning media can serve as an effective means of supporting the internalization of character values.

From a Hindu perspective, character education is an integral part of the educational process aimed at developing individuals who are knowledgeable, ethical, and spiritually aware (Harahap et al., 2025). Values such as *Tri Kaya Parisudha*, *Tat Twam Asi*, and *Tri Parartha* contain moral teachings that are highly relevant to be introduced from an early age. The principles of right thinking (*Manacika*), right speech (*Wacika*), and right action (*Kayika*) embodied in *Tri Kaya Parisudha* can serve as the foundation for children's character formation (Jaya et al., 2025). Likewise, the values of empathy and respect for others contained in *Tat Twam Asi*, as well as the values of compassion, care, and service taught in *Tri Parartha*, are essential components of character development. However, these concepts are inherently abstract and therefore require instructional strategies capable of translating them into more concrete and understandable forms for young children.

It is within this context that *Artificial Intelligence*-based visual media becomes highly important (Georgiana, 2025). AI technology enables teachers to create various educational illustrations that depict positive behaviors aligned with Hindu character values (Kertih et al., 2025). Through simple prompts, teachers can generate images showing children helping friends, respecting parents, sharing food, caring for the environment, or demonstrating honesty in everyday situations. Such visualizations help children understand character values through concrete examples of behavior that are closely related to their daily experiences (Win, 2024). Consequently, AI-based visual media functions as a bridge between abstract moral concepts and concrete learning experiences.

In addition to supporting children's understanding, the use of AI also provides significant benefits for teachers in developing instructional media. Traditionally, the creation of visual media has often been constrained by limited time, inadequate graphic design skills, and the lack of learning resources that match specific instructional contexts. The emergence of generative AI enables teachers to produce visual media more quickly and flexibly without requiring complex technical expertise (UNESCO, 2023). Teachers can customize visual content according to learning objectives, student characteristics, and the character values they wish to cultivate (Nursalam et al., 2025). This situation positions AI as a promising tool for enhancing creativity and innovation in early childhood education.

Nevertheless, the use of AI-based visual media still requires guidance and supervision from teachers. Every visual product generated by AI must be carefully reviewed to ensure its alignment with educational objectives, children's developmental stages, and the Hindu values intended to be conveyed (Yuliadi, 2023). UNESCO (2023) emphasizes that technology should be used as a tool to support educational processes rather than replace the role of educators. In character education, direct interaction, role modeling, and habituation remain the primary factors determining the successful internalization of values among children.

Based on the discussion above, AI-based visual media holds substantial importance in instilling Hindu character values in early childhood. Children's tendency to learn through visual and concrete experiences makes visual media an effective means of bridging their understanding of abstract moral and spiritual concepts. At the same time, AI's ability to generate creative, adaptive, and contextualized visual media provides teachers with opportunities to develop character education that is more engaging and meaningful. Therefore, the integration of AI-based visual media can serve as an innovative approach to strengthening Hindu character education in early childhood within the digital era.

The Utilization of Artificial Intelligence-Based Visual Media in Instilling Hindu Character Values in Early Childhood

The development of *Generative Artificial Intelligence* has introduced various innovations in education, one of which is the ability to automatically generate visual media based on user-provided instructions (Mantiqa et al., 2025). This technology enables teachers to create educational illustrations, picture stories, character cards, posters, and other visual learning materials without requiring advanced graphic design skills (UNESCO, 2023). In the context of early childhood education, this capability presents a significant opportunity because learning at this stage relies heavily on visual experiences, play-based activities, and direct observation of the surrounding environment (Raoza, 2024). Therefore, AI-based visual media can be utilized as a tool to help children understand character values through concrete and engaging representations.

Visual media plays a strategic role in character education because it can translate abstract concepts into learning experiences that are easier for children to understand. During early childhood, children are not yet fully capable of comprehending moral values through complex conceptual explanations (Dahlan et al., 2025). Instead, they are more likely to understand positive behaviors through images, illustrations, stories, and visual examples that are closely related to their daily lives. Consistent with Bandura's *Social Learning Theory* (1986), children learn through observing and imitating behaviors they see around them (Wahyuni & Fitriani, 2022). Therefore, visual representations of behaviors that reflect Hindu character values can serve as effective tools for supporting the internalization of values among young children.

The conceptual framework presented in this study was developed by the authors through a synthesis of literature on Hindu character education, visual learning media, and the responsible use of generative artificial intelligence (AI). Previous research has discussed animation as a medium for modeling *Tri Kaya Parisudha* values and emphasized that young children can learn moral behaviors by observing and imitating characters Lawe et al. (2020). Similarly, Jaya et al. (2025) developed movement-and-song media based on *Tri Kaya Parisudha*, demonstrating the relevance of developmentally appropriate media for introducing Hindu character values to young children. Building on these studies, the proposed framework extends the discussion to AI-generated visual media while incorporating teacher oversight, age appropriateness, and cultural accuracy, consistent with UNESCO's human-centered guidance for generative AI in education (Miao & Holmes, 2023).

The process begins with identifying the Hindu character values to be fostered and translating them into specific learning objectives appropriate to children's developmental stages. Teachers then formulate prompts that describe the intended behaviors, characters, situations, visual styles, and moral messages, which guide the AI system in generating illustrative learning materials. The resulting images are reviewed by teachers for message clarity, cultural appropriateness, developmental suitability, and potential inaccuracies; if necessary, teachers revise the prompts or regenerate the images before selecting materials for classroom use. During implementation, teachers introduce the images through storytelling, guided questions, demonstrations, role-play, or other age-appropriate activities that connect the illustrated behaviors to children's daily experiences. Reflection allows children, with teacher guidance, to discuss the behaviors depicted and relate them to their own actions, while habituation requires repeated opportunities to practice positive behaviors in everyday interactions at school and at home. Thus, the framework positions AI as a supporting tool for media development, while teachers remain responsible for guiding interpretation, modeling the desired values, facilitating practice, and supporting children's character development. This process can be illustrated as follows:

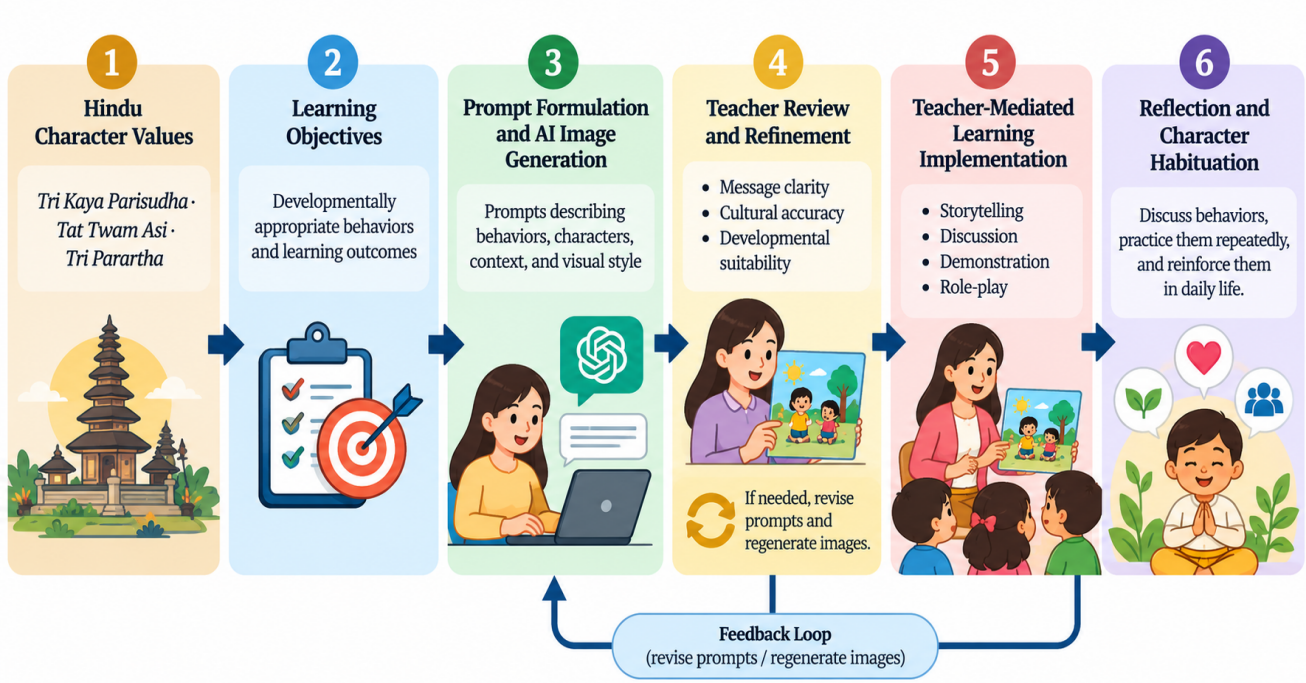


Figure 1. Authors' Conceptual Framework for AI-Based Visual Media in Hindu Character Education.

Source: Developed by the authors based on a synthesis of Lawe et al. (2020), Jaya et al. (2025), and Miao and Holmes (2023). The framework is a conceptual proposal.

Implementation of AI-Based Visual Media

1. *Tri Kaya Parisudha* Visual Media

As an example, teachers can develop visual media introducing the concept of *Tri Kaya Parisudha* to young children.

Example Prompt:

"Create a cartoon illustration of a 5–6-year-old child using bright colors. Show a child speaking politely to a teacher, helping a friend who has fallen, and thinking positively while playing with friends. Add the simple text: 'Think Good, Speak Good, Do Good.'"

Resulting Visual Media:



Figure 2. "*Tri Kaya Parisudha*" Poster Generated by ChatGPT

Media Analysis:
This visual helps children understand that good behavior is demonstrated not only through actions but also through speech and thoughts. The abstract concepts of *Manacika* (good thoughts), *Wacika* (good words), and *Kayika* (good deeds) are translated into behaviors that can be easily observed and imitated in everyday life.

2. *Tat Twam Asi* Visual Media
The value of *Tat Twam Asi* can be visualized through social interactions that demonstrate empathy and concern for others.

Example Prompt:
"Create an illustration of children from diverse backgrounds playing together, sharing toys, and helping a friend who is having difficulty. Use bright colors and a child-friendly illustration style."

Resulting Visual Media:



Figure 3. "*Tat Twam Asi*" Poster Generated by ChatGPT

Media Analysis:
This visual demonstrates that every individual should respect others and treat them as they would treat themselves. Through concrete illustrations, children can understand the values of empathy, tolerance, and social responsibility embedded in the teaching of *Tat Twam Asi*.

3. *Tri Parartha* Visual Media
The value of *Tri Parartha* can be introduced through illustrations depicting compassion, sharing, and respect for parents and teachers.

Example Prompt:
"Create a cartoon illustration of a child sharing food with friends, helping parents at home, and showing respect to teachers at school. Add the simple message: 'Good Children Love to Share and Help Others.'"

Resulting Visual Media:



Figure 4. "*Tri Parartha*" Poster Generated by ChatGPT

Media Analysis:
Through this visualization, children gain a concrete understanding of the values of *Asih* (love and compassion), *Punia* (charity and generosity), and *Bhakti* (devotion and respect). Children not only learn these character values theoretically but also observe how they are practiced in everyday life.

These three examples demonstrate that AI-based visual media can assist teachers in translating Hindu character values into forms that are more concrete and understandable for young children. Attractive, colorful visuals that are closely related to children's experiences can increase attention and facilitate the internalization of character values. This finding is consistent with the perspective of Mayer & Fiorella (2022), who argue that the combination of visual and verbal elements strengthens learning processes because information is received through multiple cognitive channels.

Nevertheless, visual media generated by AI still requires validation before being used in educational settings. Teachers must ensure that the illustrations are appropriate for children's developmental stages, free from bias, and accurately reflect the substance of Hindu values.

Therefore, AI functions as a tool that supports teachers' creativity and productivity, while the success of character education ultimately depends on habituation, role modeling, and meaningful interactions within the learning environment.

Based on the discussion above, *Artificial Intelligence*-based visual media possesses considerable potential as an educational innovation for instilling Hindu character values in early childhood. Its ability to generate engaging, adaptive, and contextualized visuals enables teachers to create more meaningful learning experiences while effectively supporting the internalization of character values. The integration of AI technology, teacher creativity, and Hindu educational values represents a relevant strategy for strengthening character education in early childhood in the digital era.

CONCLUSION

This study suggests that generative Artificial Intelligence (AI)-based visual media has potential as a supplementary resource for supporting Hindu character education in early childhood. Through the generation of contextually relevant illustrations, Hindu values such as *Tri Kaya Parisudha*, *Tat Twam Asi*, and *Tri Parartha* can be represented through concrete behaviors associated with children's everyday experiences. These visual representations may help teachers introduce moral and spiritual concepts in forms that are more accessible to young learners. However, this potential should be understood as a conceptual proposition derived from the literature review and analysis of illustrative AI-generated posters, rather than as evidence of demonstrated effectiveness in children's character development.

The proposed conceptual framework emphasizes a teacher-mediated process encompassing the identification of Hindu character values, the formulation of developmentally appropriate learning objectives, prompt development, AI image generation, teacher review and refinement, learning implementation, and reflection and character habituation. Within this process, teachers remain responsible for ensuring the clarity of educational messages, cultural appropriateness, developmental suitability, and the accuracy of the generated materials. AI-generated visual media should therefore complement storytelling, discussion, role-play, teacher modeling, and repeated opportunities for children to practice positive behaviors in everyday settings. Its educational contribution depends not only on the technology itself but also on the quality of pedagogical design and the guidance provided by educators.

As this study employed library research and conceptual analysis, the proposed framework and illustrative posters have not been empirically validated as a complete instructional model, and no conclusions can be drawn regarding their actual effects on children's character development. Future research should examine the framework through classroom-based studies, including expert assessment of the media, teacher and parent perspectives, and observations of children's engagement and behavioral responses. Such investigations would help determine the pedagogical feasibility, cultural appropriateness, and potential contribution of AI-generated visual media to Hindu character education in early childhood. Accordingly, the use of generative AI should be guided by educational objectives, cultural sensitivity, human oversight, and a commitment to nurturing character through meaningful social interaction and everyday practice.

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