



## Improving the Moral Development of Children Aged 5 – 6 Years Through Method Played

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### ABSTRACT

This study aims to determine the method of playing on the moral development of children. The research was conducted using a qualitative approach to direct field studies. The data collection of theoretical studies uses books related to this material. Data were analyzed using descriptive narrative. The results showed the role of the play method on the moral development of children. Playing can encourage children to have the ability to express and control emotions, empathy, fairness, do not discriminate in making friends, have an awareness of rights and responsibilities and be able to respect the ways of thinking of other people who are different from themselves, here children also learn manners such as saying please when asking for help, say sorry if you make a mistake and say thank you if you get something from someone else. The type of game that plays the most role in improving children's moral development is role playing. The results of the study imply for parents, educators and caregivers to always provide game stimulation to children so that their moral development increases.

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## INTRODUCTION

Aspects of moral development is one aspect that needs to be stimulated in early childhood (B. F. Skinner, 1938), (Tabroni, 2019), (Imam Tabroni, Muhammad Naafi'ul, n.d.). Sartika (2016) states that moral development is related to right and wrong behavior, feelings and behavior. Moral is behavior related to right and wrong, good and bad, and duties and obligations (Tabroni, Imam, Romdhon, n.d.), (Tabroni, Imam, Romdhon, n.d.), (Komariah, Uwes, Drajat, & Tabroni, 2021). Early childhood is the most appropriate period to develop aspects of children's moral development because the morals formed from the beginning or from an early age, will be carried over until the child grows up (Nurpita Sari, Rita Ratnasari Tabroni, n.d.).

The development of moral values in children is closely related to character, courtesy, obedience to parents and teachers in everyday life (A. R. B. Imam Tabroni, n.d.). This potential can be developed optimally through the provision of stimulation through routine habituation activities

and daily examples (Siti Nurjanah, Syarah Fakhrunnisa Imam Tabroni, n.d.). Early childhood is a time when children are still very unstable, easily carried away, and easily influenced (Tabroni, Imam, Romdhon, n.d.), (Tabroni, Imam, Romdhon, n.d.). Therefore, it is important for educators or parents to provide stimulation or stimulation, teaching or guidance, and continuous habituation to children (Tabroni & Purnamasari, 2022), (Imam Tabroni, Putra, Adawiah, & Rosmiati, 2022). Stimulation must be prepared by educators, whether parents, teachers, caregivers or other adults who are around the child, so that the child has the opportunity to develop the full potential of the child (Imam Tabroni, Husniyah, Sapitri, & Azzahra, 2022), (Imam Tabroni & Rahmania, 2022). Changing a child's attitude or behavior to become more moral also requires the right method because it is this moral education that will shape the child into a person of good character (Tabroni, Nasihah, & Bahijah, 2021). Morality in early childhood is abstract and difficult to define, so to introduce morals to children, we need a way that is easy to understand or understand by children, one of which is through habituation and play activities (Imam Tabroni, Alya Siti Nurhasanah, & Vina Maulidina, 2021), (Imam Tabroni, Alvioni Nadea Fikriah, Dida Nurbaida, & Fadila Qoulan Sadida, 2022).

Play can help children to understand their own roles and the roles played by others while understanding the feelings, attitudes and values they play (Imam Tabroni, Jamali Sahrodi, Ulfiah, & Lindawati, 2022). Through play, children can interact with their friends who also play certain roles according to the chosen theme (Imam Tabroni, Muhammad Naafi'ul, n.d.). During the learning process, each actor can practice empathy, sympathy, hatred, anger, pleasure, and do things related to moral formation (Fashola, 2002). Through games, children will get various kinds of experiences that are fun, while learning and carrying out developmental tasks. Erfayliana (2016) says that to support children's development both physically and psychologically, children need to play because in playing children have the freedom to express themselves. Based on some of the theories above, it can be concluded that habituation and playing methods are one of the methods that can be used to improve aspects of children's moral development (Imam Tabroni, Alvioni Nadea Fikriah, et al., 2022), (Arthur, 2003), (Imam Tabroni, Ayit Irpani, et al., 2022). Therefore, the presence of this journal is to scientifically prove the role of habituation and play on children's moral development.

## RESEARCH METHODOLOGY

The method used in this study is direct research, because the author has not taught, the research was carried out on children and their playmates, totaling 3 people, all three were male, their age categories ranged from 5-6 years, each the child is already in kindergarten class B. The study was conducted for 2 weeks, from November 15, 2021 to November 29, 2021. The initial stage of the study was to observe the overall development of children. After the initial observations were made, the researcher arranged and made the research focus.

The data sources in this study were children aged 5-6 years at Perum Bukit Kencana Citalang. This study uses 2 data, namely monitoring data and research data). Action monitoring data is used to control the suitability of the implementation of the action with the plan, namely activities through the method of habituation and play. The research data (research) is data about research variables in the form of moral behavior of children aged 5-6 years. The data obtained were used for research data analysis in order to obtain a picture of an increase in children's moral behavior.

Data collection techniques used in conducting research are observation and interviews. When collecting data through observation, researchers obtained data in the form of Field Notes (CL). What was observed focused on the behavior and moral actions of children, and interviews were conducted with parents as collaborators at home. The data analysis technique in this study used qualitative data analysis (John W. Creswell, 2012), (J W Creswell & Guetterman, 2020). Qualitative data analysis used field notes and interview notes so that the activities carried out in

analyzing the data were data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1994).

Based on this research, habituation methods such as the application of getting up early, making the bed, bathing, eating alone, saying magic words such as please, sorry and thank you in everyday life have a very positive impact on children, children respect each other more, are more patient. and loving friends. As for the play method in this study, the moral development of children can be improved by playing methods, especially role playing. In the early stages, children are given an explanation before doing something which is then practiced by playing a role. Parents explain first to children about the rules of praying before and after doing something. Parents also provide an understanding of the importance of being fair and non-discriminatory in choosing friends so that children play together with all friends. At this stage the child still plays a passive role when playing the role. Children often ask their parents when they are going to do something. In the process of playing, parents will give rewards in the form of praise and applause which will make the child feel appreciated that his behavior is good and happy if it can be useful for others.

## RESULTS AND DISCUSSIONS

The stage of moral development according to Kohlberg is a measure of a person's moral high or low based on his moral reasoning (Danim & Khairil, 2010). Moral reasoning has a positive relationship with the moral development of children, the higher the moral reasoning, the higher the moral development and vice versa, the lower the moral reasoning, the lower the moral development (Tabroni, Bagus, Uwes, Drajad, & Bahijah, 2022), (Imam Tabroni, Husniyah, et al., 2022). Kohlberg divides the stages of moral development into 3 levels and 6 stages, namely: the pre-conventional level, the child only knows that he must obey the rules so as not to get punished; At the conventional level, children begin to realize that the better the deed they do, the more people will like them, and at the conventional level, children begin to understand the rules and norms that exist in their environment (Pavlov, 1928), (Newstrom, 2006). According to Kohlberg, the moral development of children aged 5-6 years is at a pre-conventional stage, where children understand judgments about good or bad based on a system of punishment and reward that is supervised by an authorized adult (Schunk, 2015). At this stage the child acts and responds to the physical consequences and the child's actions are motivated by satisfaction or need (Tabroni & Dodi, 2022).

Freud's psychoanalytic theory explains that socio-moral development goes hand in hand with the development of sexuality (B. F. Skinner, 1938). According to this theory there are several phases of moral development with a certain age classification in each phase. Based on the age classification, children aged 5-6 years are in the phallic phase (4-6 years) (Hill, 1990). In this phase the child gets satisfaction from something that touches his genitals. Through play activities children begin to build social relationships that are differential, based on gender differences. Social relations based on gender differences also have an important role in the development of moral consciousness (Sigmund Freud, 1996).

Piaget stated that moral development occurs in two distinct stages (Cowan, Holt, Winston, & Piaget, 1978). The first stage is called the stage of moral realism or morality by restriction, then the second stage is called the stage of autonomy morality or the morality of cooperation or reciprocity (Hill, 1990). Children aged 5-6 years are in the first stage, namely the stage of moral realism (5-7 years) (Imam Tabroni, Hana Ihzan Nazillah, n.d.). At this stage the child's behavior is determined by automatic obedience to rules without reasoning or judgment. They assume that parents and all adults have authority and make the rules, and they should follow the given rules without questioning their validity (Sigmund Freud, 1996). In this stage, the child judges an action as right or wrong based on the consequences of the act, not because of the motivation behind the act (Newstrom, 2006), (Heni Hermaningsih SM Imam Tabroni, n.d.). For example: an action is considered "wrong" because it results in punishment from another person.

According to Sapendi, the habituation method itself is an activity to do the same thing, repeatedly in earnest with the aim of strengthening an association or perfecting a skill so that it becomes accustomed. In other words, the habituation method is a way of educating children by inculcating a habit process. According to Wiyani (2014), the habituation method is considered very effective if applied to early childhood. This is because early childhood has a strong memory record and immature personality conditions, so they are easy to manage with the various habits they do every day.

According to Ulwan (1981) the method of habituation is a practical effort and formation (coaching) and preparation. Therefore, after it is known that the tendencies and instincts of children in teaching and habituation are very large compared to other ages, then educators, fathers, mothers and teachers, should focus on teaching children about goodness and efforts to familiarize it from the moment he begins to understand reality this live. From some of the opinions above, the author can conclude that the purpose of holding the habituation method in schools is to train and familiarize students to be consistent and continuous with a goal, so that it is truly embedded in the child and eventually becomes a habit that is difficult to abandon in the future (Tabroni & Budiarti, 2021), (R. P. S. Imam Tabroni, n.d.).

Hurlock (2006) said that playing can affect moral formation in children. Palah & Soe'aidy (2019) explained that by playing children can understand the concepts and introductions given by the teacher in a fun way, so that children can instill Islamic moral values by applying them in everyday life. According to Utama (2011) through playing activities, children are required to always act honestly, disciplined, fair, not cheating, responsible, fair play, respecting friends or playmates, all of which lead to good deeds or behavior, so that with the habit of This can make children experience changes in behavior that lead to good deeds, meaning that children experience positive moral changes. Agree with Rohmah (2016) playing activities are activities that can develop various aspects of child development. When playing, children are given rules or procedures that must be followed and must not be violated. This is where the role of playing a role in the moral development of children is when the child has followed the applicable rules, it will not be difficult to provide concepts that apply in society, for example, children must be pious and playful to parents before traveling.

## CONCLUSION

Families play an important role in developing a child's personality. Parenting patterns used by parents at home that are full of love and education about life can be used as a means of preparing children so that later they can socialize in the community well. The attitude of parents who are open and always provide time will help children to understand themselves which are constantly changing and will also increase their enthusiasm for learning. Therefore, the role of parents is needed in learning activities. From one parent to another, there must be differences in guiding and educating their children. The development of a child can also be influenced by the role of the environment and its interaction with parents. Children's growth and development will not be optimal without being accompanied by a warm and loving atmosphere that supports the inner relationship and emotional intimacy between parents and children. Almost all parents believe in doing the best for their children. However, when it comes to raising children, what is best for one person may not necessarily be good for another. Everyone has their own parenting style or pattern.

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