

## **The Use of Behavioral Dice in Improving The Moral Behavior Of Children in Group B Aisyiyah Amanah Lutang Kindergarten, Majene Regency**

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***Abstract:** Children are state treasures and are a significant investment for the future. Education is one of the essential things to be given from an early age to prepare for the good quality of human resources. If, at this time, children receive less attention in education, especially in terms of moral education, then children will not know and distinguish which behavior is wrong and which is correct, which will be embedded into adulthood. Instilling moral values in children is a formidable challenge. Therefore, it must be cultivated early because otherwise, children's moral behavior will not develop. The behavior formation program in Kindergarten's teaching and learning process with the principle of playing while learning is implemented by kindergarten teachers. One example of learning that can use card media is the development of polite behavior.*

***Keywords:** moral, picture, card*

## INTRODUCTION

The globalization era has positive and negative impacts on the development of our country's progress, especially for the younger generation, as the continuation of the nation's ideals. The positive impact is that we can enjoy the results of advanced technology. The negative side of this free competition is the increasingly damaged morals of our children, especially in early childhood, who do not understand the situation. Some still think that educating kindergarten children is easy and very simple, whereas, in fact, kindergarten is a golden age to be educated properly. A strong character will tend to live rootedly in the child if, from the beginning, it is instilled with values that emphasize good and bad. Behind every rule, there is a value that can be learned by the child so that the child understands why the rule must exist. Children are born like clean paper and do not know how to behave correctly; parents and teachers must instill these moral values. The sooner the child instills ethical behavior, the more excellent the opportunity to build the foundations for forming a strong character and acting according to moral values. The rapid flow of information can cause children's morals/behavior to be far from religious and societal norms. Their way of dressing imitates western culture, thereby violating eastern culture and Islamic values. This is the role of parents and educators in preparing children to face a future full of challenges.

Based on research from Latifahanum (2022) applied to RA Nurul Aflah students in Medan Labuhan District using audio-visual media to increase moral and religious values in early childhood. The media attracts children's learning attention through the audio-visual learning style but requires adequate facilities at school (projector and sound system). In the learning guide in the field of habituation development in Kindergarten, it is stated (2007) that behavior is an attitude that becomes a habit. The moral comes from the Latin: "mores", which means ordinances, habits, and customs. Dian Ibung (2013) says moral is related to right and wrong, good and bad, belief, self, and social environment. The moral side in a child's life is needed so that the child's conscience can distinguish what is right and wrong so that children can fend off bad influences from outside.

Michele Borba (2008) says that moral intelligence is the ability to understand right and wrong; to have strong ethical beliefs and act on those beliefs so that people behave rightly and respectfully. Moral intelligence is built on seven main virtues- empathy, conscience, self-control, compassion, respect, kindness, tolerance, and fairness- which help children face the inevitable challenges and ethical pressures in later life. Learning to behave in a society-approved way is a lengthy process that continues into adolescence. It is one of the essential developmental tasks of childhood. Before children enter school, they are expected to be able to distinguish right and wrong in simple situations and lay the foundation for the development of conscience before childhood ends. Children are expected to develop a scale of values and conscience to guide them in making moral decisions. According to Alwan (1998), forming children's moral behavior should occur early. As a first step, what parents and teachers can do are: 1) Introduce moral values that apply in society; 2) Reinforce altruistic behavior; 3) Generate guilt; 4) Strengthen conscience; 5) Provide models; 6) Apply discipline.

Group B students at Aisyiyah Amanah Lutang Kindergarten, Majene Regency, still need help distinguishing between wrong and appropriate behavior. There is a need for learning methods to increase moral awareness and help children understand how to differentiate behavior based on religious and social norms.

Play is an essential demand and need for kindergarten children. Play brings hope and anticipation of the world; through play, children can gain enjoyable learning experiences. Some researchers limit the meaning of play by separating the different aspects of behavior in play. In essence, children are always motivated to play. Play helps

children's growth and development. Play activities in Kindergarten use the approach of playing while learning, learning while playing.

Moeslichatoen (1999) suggests that play is an activity that is inherent in the world of children because playing is the nature of children. In addition, play is a mirror of child development where, through play, children learn to control themselves, understand life, and understand their world. So it can be concluded that play is an activity that children do spontaneously because they like it; besides that, it is a very important activity for early childhood because play contributes to all aspects of child development, including physical, cognitive, language, art, social-emotional and, morale and creativity.

Therefore, researchers researched learning and determined wrong and correct behavior using behavioral dice. The title of this study is "The Use of Behavioral Dice in Improving the Moral Behavior of Children in Group B Aisiyah Amanah Lutang Kindergarten, Majene Regency". Behavior picture cards are media that contain pictures of wrong and right behavior whose colors are clear and attractive so that children can easily describe the contents of the picture.

The purpose of this class action research is to determine whether or not there is an increase in children's moral behavior by applying the method of playing behavior picture cards in the State Kindergarten. The benefits of research for teachers, which can be used as reference material in learning, so that teacher performance can be further improved and motivated to make new innovations.

## **RESEARCH METHODS**

The type of research used is classroom action research, using the method of playing behavioral picture cards to improve moral behavior in children. A Planning, Action, Observation, and Reflection cycle conducts classroom action research. The unit of analysis of this research is children's moral development. The subjects or informants for this research were 15 Aisiyah Amanah Lutang Kindergarten children, Majene Regency.

Data analysis used in this research uses qualitative analysis techniques, one of which is the interactive analysis technique developed by Miles and Hibert. The study consists of three activity components that are related to each other, including:

1. Data reduction is the process of selecting data and classifying data.
2. Presentation of data, namely classroom action research that has been reduced, needs to be presented in narrative form and equipped with tables.
3. Conclusions, namely changes that occur in stages, starting from temporary conclusions taken at the end of the first cycle to revised findings at the end of the second cycle and final decision-making at the end of the last process. The conclusions from the first to the previous are interrelated.

## **RESULTS AND DISCUSSION**

Moral education plays a significant role in educating human beings, considering that human beings were created in terms of mind, body, and spirit. The concept will greatly impact human life and make human beings the inheritors of the earth (Aswati Hamzah, 2015). The concept will greatly impact human life and make human beings the inheritors of the earth. The field of habituation development includes aspects of moral development and religious values. Habituation development is carried out through routine, spontaneous, and area activities. Incidental activities are carried out spontaneously, for example, asking for help, offering help, visiting sick friends, etc. Routine activities are carried out by giving suitable measures to children. For example, picking up trash in its place, being neatly dressed, being polite in speech, etc., and programmed activities are in

kindergarten learning activities.

The fairy tale method can be used as media for shaping personality and morality in early childhood; the fairy tale method will provide learning experiences for children at an early age. The fairy tale method has several aspects needed to develop children's psychology, providing a place to learn various emotions, feelings, and moral values (Latifah, 2010). The development of religion and morals in early childhood descriptively has increased from before and after the application of learning using the storytelling method from the average began to develop as expected (Rasini dan Karta, 2022).

Teachers are a component in the learning process in kindergarten that plays a role in efforts to develop the abilities of preschool children, one of which is the development of children's moral behavior. In learning activities, teachers use media that must be done for the effectiveness of learning activities. One of the media that can be applied is behavior picture cards, where children can recognize correct and incorrect behavior through this media. In addition, children can also know the values and principles behind each rule. The best and most effective planting of manners, courtesy, and ethics is done as early as possible because the embodiment of the soul that already contains moral values will develop along with other things that will be used as values and guidelines in daily behavior. Through the use of behavior picture cards, it is expected to develop children's moral behavior. Thus, children can know the right and wrong behavior and understand the values and principles behind the existing rules.

The teacher carries out the learning process by explaining how to use behavioral dice following the daily activity units that have been prepared. At the beginning of learning, the teacher conducts discussions with children about right and wrong behavior by explaining the causes and consequences. The dice simulations are as follows:

1. The teacher introduces the behavioral dice and some of the behaviors that will be studied.
2. Children are shown pictures of behavior from each side of the dice and then asked to take, throw, and mention what behavior appears from throwing the dice.
3. After that, the child took the picture and put it on it, with thumbs up for photos showing good behavior and thumbs up for images showing lousy behavior.
4. The child chooses one of his friends to come forward to practice the picture that has been posted.
5. The teacher asks about the behavior, namely, why it is right/wrong and why it can/should not be done.
6. The use of these behavioral dice is practiced for all students.

Table 1. The child's ability to distinguish between right and wrong behavior

No	Aspect	Value I					
		Capable		Need Guidance		Has not been able to	
		Number of children	%	Number of children	%	Number of children	%
1.	Independent	4	27	4	27	7	46
2.	Don't disturb friends	6	40	5	33	4	27
3.	Community service	5	33	4	27	6	40
4.	Want to give up	6	40	5	33	4	27
5.	Diligent	4	27	4	27	7	46

In the first cycle, the teacher evaluates/improves to determine the success of the action. To achieve the expected target, teachers need to address the following:

1. Motivating and guiding children whose attitudes in participating in activities are still lacking so that their attitudes can be further improved in the second cycle.
2. Guiding children who are still having difficulty in using behavioral dice.

At the meeting in cycle one, some children still needed guidance. Therefore, the teacher does remedial or repetition of activities in the classroom using behavioral dice.

To improve the weaknesses and maintain the success achieved in the first cycle. In the second cycle, the following plans are made; (1) Develop a lesson plan that is even more interesting and (2) More intensively guiding children who still need guidance. The process of activities in the second cycle was better and smoother after the less successful children were guided by the teacher, compared to the first cycle. Children who needed help understanding were grouped and driven by the teacher until they succeeded.

Table 2. The child's ability to distinguish between right and wrong behavior

No	Aspect	Value I					
		Capable		Need Guidance		Has not been able to	
		Number of children	%	Number of children	%	Number of children	%
1.	Independent	8	53	2	14	5	33
2.	Don't disturb friends	10	67	1	6	4	27
3.	Community service	12	80	2	14	1	6
4.	Want to give up	10	67	1	6	4	27
5.	Diligent	10	67	2	14	3	20

The success obtained during the second cycle is that the child's ability to understand and distinguish between right and wrong behavior has increased compared to the first cycle.

From the results of this study and the achievement of the final results of the first and second cycles, the researchers believe that using behavioral dice can improve children's moral behavior in group B in Aisyiah Amanah Lutang Kindergarten, Majene Regency. Based on the research above, the use of behavioral dice in improving children's morale success can be described as follows:

Children's ability to understand and distinguish between right and wrong behavior increased compared to cycle I.

1. Independent in the first cycle of children who can afford 27%; in the second cycle, it increases to 35%
2. Do not disturb friends in the first cycle of children who are able from 40%; in the second cycle, it increases to 67%
3. Community service in the first cycle of capable children from 33%; in the second cycle, it rose to 80%
4. Willing to succumb to the first cycle, which is capable of 40%, in the second cycle, it increases to 67%
5. Diligent in the first cycle of children who can afford 27%; in the second cycle, it increases to 67%

## CONCLUSION

Implementing a behavioral dice card playing method can develop children's

moral behavior. Given that the world of children is a world of play, a learning innovation is needed by playing behavior picture cards. Thus, children can know about right and wrong behavior and understand the values and principles behind existing rules. The weakness of this media is that it is not durable because it is easily damaged.

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