

## Improving Noble Actors in Children Aged 5-6 Years by Discussion of Moral Dilemma at Paud Khairin Islamic School

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### ABSTRACT

Moral education is very important to instill from an early age because this influences the communication process with the environment in the family, peers, school and society. This research is useful for improving children's morals, such as discipline, politeness, honesty, responsibility, implementation, social relationships and cleanliness, through discussions of moral dilemmas at PAUD Khairin Islamic School which is located at Jalan Tuamang No. 85. This research uses classroom action research. (PTK) or CAR is held by teachers in the class (school) where they teach, through a focus on improving or improving learning mechanisms and practices. This research was conducted in Kindergarten B class aged 5-6 years with a total of 13 students. The results of this research were made in two cycles, which included planning, implementation, observation and reflection. Researchers also applied observation sheets to determine the improvement in children's morals and evaluate their level of success. In the pre-cycle, in terms of assessing students' moral character, the criteria are not yet developed and are starting to develop. In cycle II, the development criteria increased, students' moral values increased. there was an increase such as through classical completeness of 83.3%. This proves that the increase in children's morals, such as discipline, politeness, honesty, responsibility, implementation, social relations and cleanliness, increases through discussions of moral dilemmas at PAUD Khairin Islamic School.

### INTRODUCTION

Education symbolizes things that must be instilled in young children, paying attention to what young children need to be taught, such as saying good words, good manners and many other things that are worth teaching to young children in order to have good morals (Faiz & Purwati, 2023) . Morals are traits that are developed in an individual's soul which influence various behaviors suddenly without any mature thinking (Wahyudi, 2017) . Teaching morals starts at a young age when children help them relate to their environment, whether in the family, school or community. Children will be happy to act in accordance with religious values. Morals guide a person in his relationship with God and fellow humans. The essence of moral teachings includes a firm intention to do or avoid something following Allah's approval (Adisusilo, 2013) .

Children who receive positive moral education will be able to overcome and avoid the negative impacts of their environment (Muslich, 2011). Teaching morals from an early age supports children when interacting with their environment. Children will be happy to act by

explaining religious values following Islamic teachings (Olgar, 2000) . According to Imam Al Ghazali, moral education in children is not only about actions, abilities or knowledge. Morals must be part of the soul that drives actions, so that these actions are not just momentary but become daily habits (Komara, 2014) .

The results of previous research related to placing morals in early childhood researched by (Miftahul Jannah S, Herman, 2023) show that there are 4 important points in placing morals in early childhood, namely instilling morals towards the creator, towards humans, towards the universe. , as well as morals for yourself. Furthermore, research (Khoirot & Harahap, 2023) on the topic of PAUD, developing moral intelligence is very important because it creates the basic characteristics of children that have a long-lasting impact on their lives. Through this targeted research, it can provide positive results that influence children's moral intelligence. Research (Nasution, 2022) also shows that after implementing the moral dilemma discussion method, there is an increase in children's moral abilities and beliefs. For cycle I, children's moral competence got an average score of 19.96 and children's religious competence got an average score of 16.74, which is in the BSH group. For cycle II, children's moral competence received an average score of 33.74 and children's religious competence received an average score of 31.5, which is in the very well developed category.

In order to strengthen understanding about improving morals in early childhood in discussing moral dilemmas, several important theories are provided. According to Imam Al-Ghazali, when educating young children's morals, it is necessary to apply appropriate methods so that the goals of moral education can be achieved. Al-Ghazali suggested that the method used be adjusted to the child's age, level of intelligence, talent and character, with the aim of remaining connected to the beneficial value. In moral education for children aged 3 to 5 years in a family environment, several methods suggested by Al-Ghazali include: the habituation method, the example method, the story method, and the reward (prize) and punishment method (Zuhri, 2003) . Furthermore, Kohlberg's moral dilemma discussion theory explains that moral dilemma discussions can broaden children's moral thinking, even if only for a stage (Al-Ghazali, 2019) . He explained that children can progress by one stage to the next stage through interactions with other children who are one or two stages above them. Teachers can help the development of children's moral thinking by holding discussions regarding justice and moral issues during learning, especially when responding to various incidents that arise in the classroom (Zainal & Amrullah, 2017) .

Through the results of observations researched at the Khairin Islamic School PAUD school, it is clear that there are still many children who need to improve the development of noble morals. Because some of the child's behavior is still not well developed. There are some children who still like to lie and behave less politely towards teachers and friends. So, my aim in conducting research at this school is to increase the development of children's noble morals so that they develop well, especially for children aged 5 - 6 years who attend PAUD Khairin Islamic Scholl.

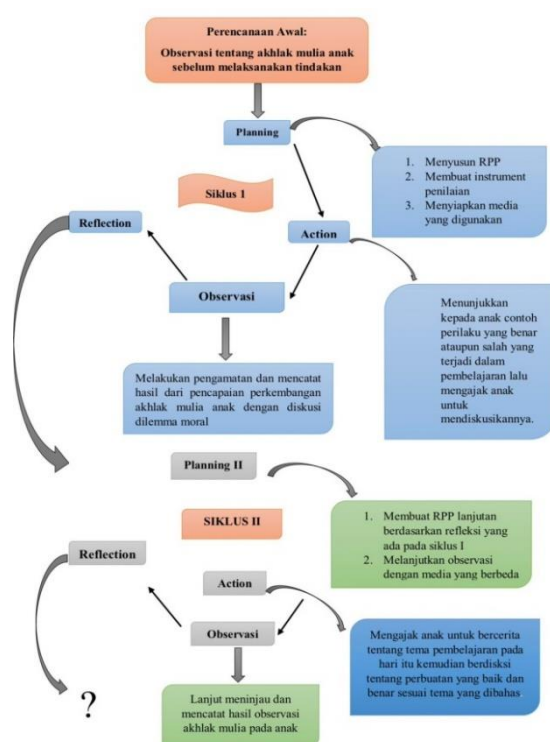
The aim and contribution of this research is that it is hoped that it can provide effective understanding so that in the future the development of noble morals in children can develop well in the future. Apart from that, it is hoped that the results of this research can serve as a guide for educators and parents in improving the development of noble morals in children.

Through this, it is hoped that this research can contribute significant understanding and benefits in the theory and practice of improving the noble character of young children by discussing moral dilemmas.

## METHOD

This classroom action research (PTK) or CAR is conducted by teachers in the classes (schools) where they teach, through a focus on improving or improving learning mechanisms and practices. Sugiyono, 2013: 64) . The research subjects found for this research included 5-6 year olds who attended PAUD Khairin Islamic School. This research was conducted at the Khairin Islamic School PAUD which is located at Jalan Tuamang No. 85.

The PTK design model used is the Kemmis and Mc Taggart model. This research model describes a cycle divided into four steps, such as: 1) planning , 2) action and treatment, c). Observation *and* d) *reflection* . After one cycle is complete, it can be continued by revising the implementation of the previous cycle until the research is declared complete (Purnama, 2020).



Picture 1 Classroom Action Research Model

Data collection techniques in this research were by applying observation, interviews and documentation. Observations were made to see how the children and researchers were doing throughout the learning process. All activities during the research are written down, and if deficiencies are found, they will be corrected in the next cycle. Then the researcher conducted direct interviews with school educators regarding the title of the research. Then researchers use this documentation when discussing with children as additional evidence and supporting data in research.

Data analysis from this survey was carried out in order to find out whether the actions taken in this survey were successful or not. The way to calculate the percentage of children's achievement in analyzing this research data is as follows:

$$P = \frac{f}{n} \times 100\%$$

Information:

P: Percentage of Earnings

*f* : Number of indicator achievements

*n* : total of all indicators

**Table 1** Indicators of Assessment Aspects

No	Indicator	Assessment of Children's Achievement			
		BB	MB	BSH	BSB
1.	Discipline	Children still cannot be disciplined at school	New children are able to be disciplined at school	Children are able to be disciplined at school	Children are able to be disciplined and are never late
2.	Politeness	Children still don't understand manners	Children begin to understand manners towards people around them	Children already understand how to be polite towards people around them	Children already understand manners and are starting to get used to being polite and courteous towards people around them
3.	Honesty	Children still like to lie to teachers and friends.	Children begin to be able to tell the truth to teachers and friends	Children are able to speak honestly to teachers and friends when speaking.	Children always tell the truth when talking to people around them, and respond honestly when talking to teachers and friends.
4.	Responsible	Children do not understand responsibility	Children begin to understand the nature of responsibility	Children are able to take responsibility if they do something.	Children are responsible when doing something and are entrusted with something by the people around them
5.	Implementation of Worship	Children still don't understand how to carry out worship	Children begin to understand when it is time to worship	Children are able to worship according to their own time	The child has carried out his worship on time and carried it out well.
6.	Social Relations	Children don't yet understand how to socialize and make good friends	Children begin to be able to socialize and make good friends	Children can socialize well with friends and people around them	Children can socialize well with friends and understand how to respect the people around them

7.	Cleanliness	Children don't understand how to maintain cleanliness	Children begin to understand how to maintain cleanliness	Children are able to maintain cleanliness within themselves and around them	Children always maintain cleanliness both for themselves and those around them and often remind friends to maintain cleanliness
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Information:

- BB : Not Yet Developed (1)
- MB : Starting to Develop( 2 )
- BSH : Developing According to Expectations (3)
- BSB : Developing Very Well (4)

## RESULTS

The research was conducted at the Khairin Islamic School PAUD which is located on Jalan Tuamang No. 85. The research subjects included 13 children aged 5 to 6 years who attended the Khairin Islamic School PAUD. Carried out in two cycles, through implementation steps including planning, action implementation, observation and reflection. The results are like:

### 1.1 Precycle Description

Carrying out pre-cycle procedures for researchers before carrying out action research in the classroom, such as observing the actions made by teachers and students. This pre-cycle research aims to observe students' moral development before starting the research. The results obtained through this measurement will later be differentiated by the value after the action is taken. The results found are in accordance with observations, such as:

**Table 2**Data from Observations on Children's Moral Development

No	Student Code	Discipline				Politeness				Honesty				Responsible				Implementati on				Social Relations				Cleanliness				Jl Scor e	%
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB		
1	A	√				√				√				√				√				√				√				8	28.6
2	B	√				√				√				√				√				√				√				8	28.6
3	C		√			√				√				√				√				√				√				8	28.6
4	D	√				√				√				√				√				√				√				10	35.7
5	E	√				√				√				√				√				√				√				11	39.3
6	F	√				√				√				√				√				√				√				10	35.7
7	G	√				√				√				√				√				√				√				9	32.1
8	H	√				√				√				√				√				√				√				11	39.3
9	I	√				√				√				√				√				√				√				10	35.7
10	J		√			√				√				√				√				√				√				11	39.3
11	K		√			√				√				√				√				√				√				9	32.1
12	L	√				√				√				√				√				√				√				10	35.7
13	m	√				√				√				√				√				√				√				8	28.6

Table 2 shows the results of children's moral development before using the moral

dilemma discussion method. The recapitulation is as follows:

**Table 3** Results of Children's Moral Development in Pre-Cycle

No	The aspect being assessed	Development Criteria	Number of children (F)	%
1	Discipline	BB	10	76.92 %
		MB	3	23.08 %
		BSH		
		BSB		
2	Politeness	BB	10	76.92 %
		MB	3	23.08 %
		BSH		
		BSB		
3	Honesty	BB	8	61.54 %
		MB	5	38.46 %
		BSH		
		BSB		
4	Responsible	BB	9	69.23 %
		MB	4	30.77 %
		BSH		
		BSB		
5	Implementation	BB	8	61.54 %
		MB	5	38.46 %
		BSH		
		BSB		
6	Social Relations	BB	8	61.54 %
		MB	5	38.46 %
		BSH		
		BSB		
7	Cleanliness	BB	8	61.54 %
		MB	5	38.46 %
		BSH		
		BSB		

From the data from the previous table, the following is the explanation:

- For child discipline, 10 children (76.92%) remained in the underdeveloped (BB) group, 3 children (38.46%) had started to develop (MB), but none developed as expected (BSH) or very well (BSB).
- In assessing children's behavior, 10 children (76.92%) remained in the underdeveloped (BB) group, 3 children (38.46%) had started to develop (MB). There is nothing yet that meets the (BSH) or (BSB) categories.
- The honesty assessment showed that 8 children (61.54%) had not yet developed (BB), and 5 children (38.46%) were starting to develop (MB). Haven't found a BSH or BSB yet.
- In terms of responsibility, 9 children (69.23%) are still not developing (BB), and 4 children (30.77%) are starting to develop (MB). Haven't found a BSH or BSB yet.
- For task implementation, 8 children (61.54%) were in the underdeveloped (BB)

category, and 5 children (38.46%) were starting to develop (MB). Haven't found a BSH or BSB yet.

- f. In social relationships, 8 children (61.54%) are still not developing (BB), and 5 children (38.46%) are starting to develop (MB). We haven't found a BSH or BSB yet.
- g. For cleanliness, 8 children (61.54%) had not yet developed (BB), and 5 children (38.46%) were starting to develop (MB). Nothing is BSH or BSB.

## 1.2 Description of Cycle I

### 1.1.1. Cycle I Planning

Before moving on to cycle I, the researcher had prepared a learning plan for the class with the following steps:

- a. Choose learning topics that suit your study plan and curriculum.
- b. Organize learning plans in RPPH format.
- c. Prepare materials and equipment needed for moral dilemma discussion activities, such as story books.
- d. Prepare class activities to use moral dilemma discussions, classic sitting positions.
- e. Prepare observation sheets for teachers and children.

### 1.1.2. Implementation of Cycle I

Based on findings from pre-cycle meetings which showed children's low work enthusiasm. Therefore, the research continued with Cycle I which was divided into 2 meetings.

### 1.1.3. Cycle I Observation Results

The results of the first cycle of observations showed that the researcher's activities during moral improvement activities for 13 children had exceeded the results of previous observations. These are the results that can be seen in the table:

**Table 4**Data on the Results of Children's Moral Development in Cycle I

No	Student Code	Discipline				Politeness				Honesty				Responsible				Implementati on				Social Relations				Cleanliness				JI Scor e	%
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB		
1	A		√				√				√				√				√				√				√			16	57.1
2	B	√				√				√					√			√				√				√				15	53.6
3	C		√				√				√				√				√				√				√			16	57.1
4	D	√				√					√				√			√				√				√				16	57.1
5	E		√				√				√				√				√				√				√			17	60.7
6	F	√					√			√				√				√				√				√				15	53.6
7	G		√				√				√				√				√				√				√			17	60.7
8	H	√				√				√				√				√				√				√				15	53.6
9	I	√					√			√				√				√				√				√				15	53.6
10	J	√					√			√				√				√				√				√				15	53.6
11	K	√				√				√				√					√				√			√				16	57.1
12	L	√					√				√				√			√				√				√				16	57.1
13	m	√				√				√				√					√				√			√				15	53.6

From the data obtained above, it is known that there are 2 children who experience perfection and develop according to expectations. Next, it is analyzed classically to determine its completeness using a formula such as:

$$\begin{aligned} \text{Ketuntasan klasikal} &= \frac{\sum s \geq 60}{N} \times 100\% \\ &= \frac{2}{13} \times 100\% \\ &= 23.07\% \end{aligned}$$

From previous data, it can be concluded that there are 2 children (60.7%) who reach the individual level of completeness, they are in the sufficient category, such as between 50%-70%. Next, the child's moral development can be interpreted in a percentage table such as:

**Table 5** Results of Children's Moral Development in Cycle I

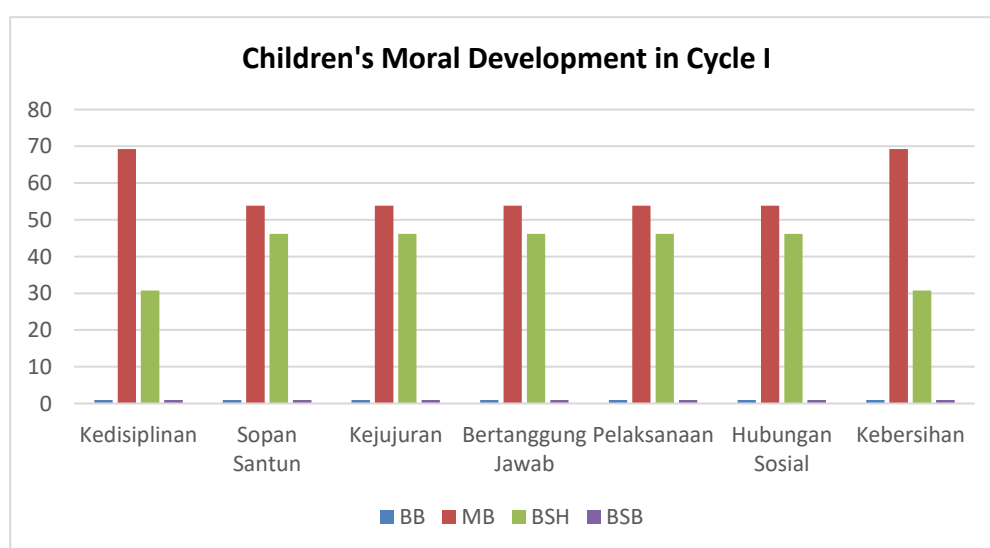
No	The aspect being assessed	Development Criteria	Number of children (F)	%
1	Discipline	BB		
		MB	9	69.2 %
		BSH	4	30.8 %
		BSB		
2	Politeness	BB		
		MB	7	53.8 %
		BSH	6	46.2 %
		BSB		
3	Honesty	BB		
		MB	10	76.9 %
		BSH	3	23.1 %
		BSB		
4	Responsible	BB		
		MB	7	53.8 %
		BSH	6	46.2 %
		BSB		
5	Implementation	BB		
		MB	7	53.8 %
		BSH	6	46.2 %
		BSB		
6	Social Relations	BB		
		MB	7	53.8 %
		BSH	6	46.2 %
		BSB		
7	Cleanliness	BB		
		MB	9	69.2 %
		BSH	4	30.8 %
		BSB		

From the previous data in table 5 it can be explained as:

- a. The Child Discipline Assessment showed that 9 children (69.2%) were still under the criteria for not yet developing (BB), while 4 children (30.8%) had

- started to develop (MB). No one has yet reached the BSH or BSB category.
- Assessment of children's attitudes and character shows that none of them meet the criteria for not yet developing (BB). A maximum of 7 children (53.8%) had begun to develop (MB), while 6 children (46.2%) reached the BSH criteria. None has yet reached the very good growth level (BSB).
  - The child integrity assessment shows that none have yet reached the underdeveloped (BB) criteria. A maximum of 7 children (53.8%) had begun to develop (MB), while 6 children (46.2%) reached the BSH criteria. None has yet reached the very good growth level (BSB).
  - The assessment of responsible children's behavior showed that 7 children (53.8%) had not yet developed (BB), while 6 children (46.2%) had begun to develop (MB) and reached the BSH criteria. It has not been found that has reached very good growth level (BSB). The implementation assessment of the children showed that none had reached the underdeveloped (BB) criteria. A maximum of 7 children (53.8%) had begun to develop (MB), while 6 children (46.2%) reached the BSH criteria. None has yet reached the very good growth level (BSB).
  - In terms of assessing social relations attitudes, among others, not sure about body (BB), development, starting to develop (MB) 7 (53.8%), developing development (BSH). 6 video parameters were created (46.2%).
  - In assessing children's attitudes regarding cleanliness, none met the criteria for underdeveloped (BB). A total of 9 children (69.2%) had begun to develop (MB), while 4 children (30.8%) reached the BSH criteria. No one has yet been found who has achieved BSB level.

Next, the percentage data is entered on a graph like:



**Picture 1** Graph of the Percentage of Children's Moral Development in Cycle I

In graphic image 2, it is found that the highest percentage of children are children

who are starting to develop and the percentage of both children follows what is expected. Therefore, it can be concluded that the implementation of actions for the first cycle has not achieved the desired results. The desired performance has not been achieved, because the level of success of the action remains less than the target that has been approved. For example, the average success rate for children is currently only 63%, while the minimum expected target is 80%. This shows that the treatment carried out has not achieved optimal results.

#### 1.1.4. Cycle I Reflection

Apart from that, through the results of the observations made, it can be concluded that moral dilemma discussion activities have not been effective in improving children's morality following what is expected. So, researchers will later make improvements so that they can improve children's morality according to expectations and develop better ::

- a. For these original activities, children responded well to the presence of researchers.
- b. There are still many children who do not focus on discussions of moral dilemmas taught by researchers
- c. The classroom atmosphere is not yet conducive
- d. The researcher added tools as a means for students to focus more on the researcher, namely a sound system/microphone and using image media.

### 1.3 Description of Results and Implementation of Cycle II Research

#### 1.1.1. Cycle II Planning

Before starting cycle II, the researcher had planned the learning strategies that would be applied to the class. The steps that have been taken include:

- a. Choose a theme that suits the applicable syllabus and curriculum.
- b. Prepare a learning plan in the RPPH format.
- c. Prepare the materials and facilities needed to implement the moral dilemma discussion method.
- d. Providing class activities for moral dilemma discussion methods, sitting positions such as a U background.
- e. Provide observation sheets to teachers and children.

#### 1.1.2. Implementation of Cycle II

From the results of the first round for the first and second meetings, it can be seen that the increase in children's morale remains in the early development class. Increasing children's morals has not yet reached the desired level of development and is developing well, so it is better for researchers to continue the second cycle which was carried out in 2 meetings.

#### 1.1.3. Cycle II Observation Results

The results of the first round in the first two meetings show that improving children's morals is still at an early stage of development. Children's moral improvement has not yet reached the desired level of optimal development. Therefore, it is recommended that researchers continue the second cycle involving two more meetings.

**Table 6**Data on the Results of Children's Moral Development in Cycle II

No	Student Code	Discipline				Politeness				Honesty				Responsible				Implementati on				Social Relations				Cleanliness				Jl Scor e	%
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB		
1	A			√				√				√				√				√				√			√	27	96.4		
2	B			√				√				√				√				√				√			√	26	92.9		
3	C			√				√				√				√				√				√			√	26	92.9		
√	D			√								√				√				√				√			√	24	85.7		
5	E			√				√				√				√				√				√			√	28	100		
6	F			√				√				√				√				√				√			√	28	100		
7	G			√				√				√				√				√				√			√	28	100		
8	H			√				√				√				√				√				√			√	24	85.7		
9	I			√				√				√				√				√				√			√	28	100		
10	J			√				√				√				√				√				√			√	27	96.4		
11	K			√				√				√				√				√				√			√	25	89.3		
12	L			√				√				√				√				√				√			√	26	92.9		
13	m			√				√				√				√				√				√			√	24	85.7		

Table 6 shows that 13 children got a completeness score who developed according to expectations. Next, it is analyzed to find completeness through classical formulas such as:

$$\begin{aligned}
 \text{Ketuntasan klasikal} &= \frac{\sum s \geq 60}{N} \times 100\% \\
 &= \frac{13}{13} \times 100\% \\
 &= 100\%
 \end{aligned}$$

Based on the data, in the sufficient category, namely  $\geq 80\%$ , there were 13 children who felt personal satisfaction with an average score of 88.74%, namely  $\geq 80\%$  and children's moral development can be interpreted in the percentage table as:

**Table 7.** Children's Moral Development in Cycle II

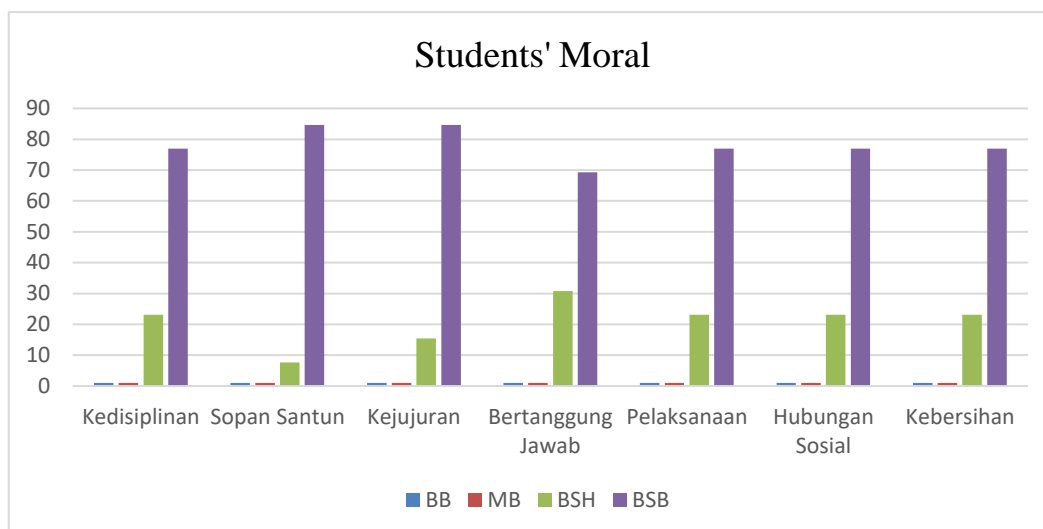
No	The aspect being assessed	Development Criteria	Number of children (F)	%
1	Discipline	BB		
		MB		
		BSH	3	23.08%
		BSB	10	76.92%
2	Politeness	BB		
		MB		
		BSH	2	7.69%
		BSB	11	84.62%
3	Honesty	BB		
		MB		
		BSH	2	15.38%
		BSB	11	84.62%
4	Responsible	BB		
		MB		

		BSH	4	30.77%
		BSB	9	69.23%
5	Implementation	BB		
		MB		
		BSH	3	23.08%
		BSB	10	76.92%
6	Social Relations	BB		
		MB		
		BSH	3	23.08%
		BSB	10	76.92%
7	Cleanliness	BB		
		MB		
		BSH	3	23.08%
		BSB	10	76.92%

From the previous table data can be presented as:

- a. In the evaluation of child discipline, it was seen that the criteria for not yet developing (BB) were not found, while starting to develop (MB) was not observed. A total of 3 children (23.08%) showed (BSH), while 7 children (76.92%) showed (BSB).
- b. Assessment of the attitudes of children who behave well shows that the criteria for not yet developing (BB) are not observed, as is the category starting to develop (MB). There were 2 children (7.69%) who showed development as expected (BSH), and 11 children (84.62%) showed very good development (BSB).
- c. In assessing children's honesty, there are no criteria for being categorized as underdeveloped (BB) or not yet starting to develop (MB). Two children (15.38%) showed (BSH), while 7 children (53.8%) showed development (BSB).
- d. The implementation evaluation showed that 3 children (23.08%) did not meet the criteria for not yet developing (BB) or not yet starting to develop (MB), and all of them showed development (BSH). A total of 7 children (76.92%) showed very good development (BSB).
- e. In assessing children's attitudes towards social relationships, there are no criteria for entering the category of not yet developing (BB) or not yet starting to develop (MB). Three children (23.08%) showed (BSH), while 7 children (76.92%) showed (BSB).
- f. Assessment of children's attitudes towards cleanliness shows that there are no criteria for those who fall into the underdeveloped (BB) or not yet developed (MB) groups. Three children (23.08%) showed (BSH), while 7 children (53.8%) showed (BSB).

Next, the percentage data is filled in on the graph as follows:



**Picture 2** Graph of the Percentage of Children's Moral Development in Cycle II

Graph 3 depicts the increase in the percentage of children who achieve BSH and who achieve very good development. From the previous data, it can be concluded that the implementation of activities for the second round has succeeded in achieving the desired results, such as achieving a minimum of 80% of the total average score obtained by children for the second round of activities, which reached 88.72% and is included in the very good category.

#### 1.1.4. Cycle II Reflection

After completing all learning stages for Cycle II, the researcher and supervising teacher held a discussion to evaluate the success of the learning. From the results of discussions, observations and documentation, it can be concluded that the research does not need to be continued to the next cycle because there has been an increase in children's morality by 80%. Improvements in the teaching and learning system must continue to be encouraged by teachers; two cycles alone are not enough to achieve excellent results, but future improvements must be made ..

In this study, two cycles were sufficient because there was an improvement in the child's morals. This can be seen through the results of observations which show improvements and increases in children's morals according to the percentage of observations for cycle II.

## DISCUSSION

Differences were found in the implementation of moral dilemma method activities from pre-cycle to cycles I and II. This was done by researchers to improve the noble moral abilities of children aged 5 to 6 years at PAUD Islamic School Khairin. Before using the action, an average score of 33.5% was found in the category of underdeveloped moral development. Therefore, action is needed through the moral dilemma discussion method. The indicators for discussing moral dilemmas are listening or paying attention to teacher or friend explanations,

problems reading and listening to moral dilemmas, courage to express opinions, ability to make decisions based on moral considerations, collaborating and respecting opinions (Suarniati, 2018) .

The results of the research were found that during the first cycle, there was an increase in children's noble moral abilities. The results of cycle I averaged 56% with the moral development category starting to develop. These results do not yet meet the success criteria of  $\geq 75\%$ , while in cycle I they have not achieved completion. For this reason, it is necessary to carry out cycle II so that the score reaches the category of the moral development stage of being very good.

Determining that in carrying out cycle II the researcher added image media and a sound system so that discussions of moral dilemmas could be conveyed more effectively. Considering that children aged 5 to 6 years old think in a symbolic way (Ebert, 2020) . This is in line with (Hastiana et al., 2023) that children cannot remember logic at length or combine, change ideas, but it is easier for children to use symbols and direct experience. Therefore, additional media is needed so that discussions of moral dilemmas can run effectively.

This research focuses on 7 indicators, namely discipline, courtesy, honesty, responsibility, implementation, social relations and cleanliness. The use of additional image media and sound systems in cycle II resulted in an average score of 94.5%. This has a very high value in the category of children's noble moral development developing very well. For this reason, with very good results, the researchers only completed cycle II. The results of research (Setiawan et al., 2017) show that the moral dilemma analysis learning model can improve children's social welfare attitudes. This is based on the characteristics of children who like to carry out manipulative activities and want everything to be concrete and integrated. Therefore, learning models or methods are one of the factors that can help determine a child's level of social awareness.

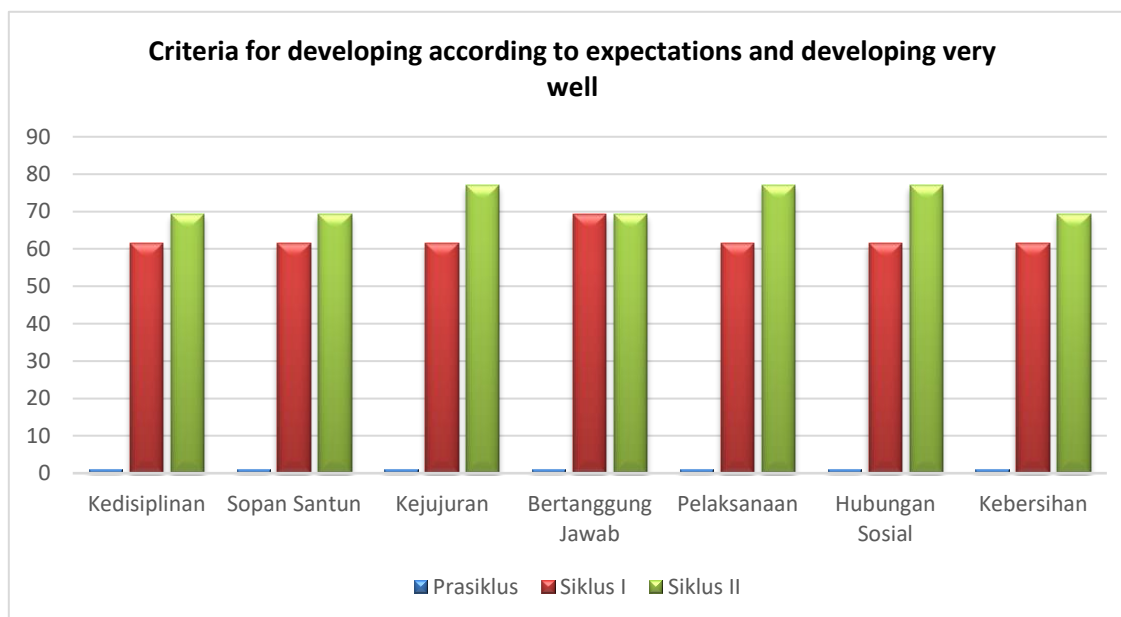
The results are found in the graphic table above, the percentage of children who develop according to expectations and who develop very well from each indicator, here is the percentage display:

**Table 8**Criteria for developing according to expectations and developing very well

Indicator	Results Developed as Expected (BSH) and Developed Very Well (BSB)		
	Precycle	Cycle I	Cycle II
Discipline	0%	61.54	76.92
Politeness	0%	61.54	84.62
Honesty	0%	61.54	84.62
Responsible	0%	69.23	69.23
Implementation	0%	61.54	76.92
Social Relations	0%	61.54	76.92
Cleanliness	0%	61.54	76.92

Table 8 above explains the increase in criteria in both pre-cycle, cycle I and cycle II, and you can see the differences in values found from cycle I and cycle II. Next, the data is

entered into the graph calculation as follows.



**Picture 2** Improvement of Children's Morals in Pre-Cycle, Cycle I and Cycle I

Carrying out research actions for 4 cycles, the researchers obtained research results, namely an increase in children's noble morals which could be compared between initial/pre-cycle conditions, the results of cycle I actions, and the results of cycle II actions. From the results of the research, it was found that significant value was added to children's moral character through moral dilemma discussion activities. The results in cycle II were very good, so they were in line with the targets the researchers wanted to achieve. Thus, it can be concluded that the use of moral dilemma discussions can improve children's morals at PAUD Khairin Islamic School. Research at the Khairin Islamic School PAUD school which is located at Jalan Tuamang No. 85 went smoothly and experienced an increase in the moral values of students.

This is in line with research (Nasution, 2022) that implementing moral dilemma discussion activities in improving children's moral and religious competence at Raudhatul Athfal Madrisatul Ikbar increased children's moral and religious competence to an average score of 33.7. The advantage of the moral dilemma method is that it gives full attention to moral issues and solves problems related to conflicts of certain values in society, so the use of this approach becomes interesting (Novitasari & Rahman, 2023) . Using this method will increase morals and good morals (Sit, 2010) . From Suryantiningsih's (2018) research, it was found that applying the moral dilemma discussion method could increase students' understanding of moral values, moral values in the initial condition were 11.5%. After taking action in the form of applying the moral dilemma discussion method, students in cycle I scored 46.2 % and in cycle II the score was higher at 76.9%.

## CONCLUSION

The results of observations in classroom action research that ran for 2 cycles concluded

that from cycle I to cycle II, moral dilemma discussion activities increased with the level of classical completeness reaching 83.3%. This indicates that improvements in children's morals, such as discipline, manners, honesty, responsibility, implementation, social relations, and cleanliness, occur through discussions on moral dilemmas at PAUD Khairin Islamic School. This research was conducted at the Khairin Islamic School PAUD which is located at Jalan Tuamang No. 85.

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