

## **Development of Moral Reasoning Oriented to Giving Gifts or Rewards Through a Collection of Early Childhood Fairy Tales**

Wafa Aerin

nandaairin03@gmail.com

Universitas Ma'arif Nahdlatul Ulama Kebumen

### ***A bstract.***

*Moral reasoning is one of the basic attitudes that children must have. Good and correct morals are applied to children as early as possible. Reading books to children is one of the roles in implementing moral values so that children know good and bad. What are the values contained in the book, a collection of PAUD fairy tales by Heru Kurniawan. This research method uses library research. Data Analysis Techniques Data analysis focuses on describing, clarifying and placing data in the context of text descriptions, which aims to analyze and reveal new theories and understandings. The results of this research are that moral reasoning oriented towards giving gifts or rewards itself has quite an important role, because giving rewards can influence the psychology and behavior of the child himself. Read books by determining the story being read, using various sounds to make it interesting, pointing to the story, pointing to pictures. Reading the story Introduction, story content, evaluation and appreciation.*

*Keywords* Moral reasoning, gift giving, children's fairy tale books,

### **INTRODUCTION**

Childhood is a golden age. The period when children develop more rapidly than adults. Morals or morals are one of the developments that must be instilled from an early age. Because, Morals are important in everyday life. According to Sjarkawi, morals are a person's understanding of the bad and good of an action or wrong and right. Apart from that, morality is also interpreted as a series that is inherent in a person regarding character or behavior and what humans should do in society. According to Jamie, morality is good and bad rules or advice regarding behavior and conduct. Al-Ghazali's understanding of morality itself is equivalent to the word akhlak, namely temperament (character, character) that is strong in a person's soul, as well as the ease with which certain behavior can emerge from him, without needing to think (Lia Yulia, 2013: 1).

Kohlberg in the journal Heru said that explanations of morality include thinking or understanding, which is often called moral reasoning. This shows that morality is always based on values that arise from the rationality of a person or group. A high level of moral reasoning tends to behave ethically, while students who have a low level of moral reasoning and ethical sensitivity tend to behave unethically (Kurniawan, 2018: 67).

The development of moral reasoning oriented towards giving gifts or rewards is the moral reasoning stage of moral reasoning in children according to Kohlberg. Instilling moral values is needed to optimize the development of moral intelligence in young children. According to Borba, moral intelligence is the ability to distinguish between right and wrong. This ability makes a person able to understand the suffering of others, control themselves, be tolerant, empathize, be fair, show compassion and respect for others, and not act evilly (Latifah, 2020: 25).

Getting into the habit of telling fairy tale books to young children from an early age is one way of developing religious and moral values in children. Morals to children are not just about teaching good and bad with advice, but rather how to show exemplary behavior

in the people around them (Aji, 2015).

The book is a collection of PAUD fairy tales: Animals helping each other is a book by Heru Kurniawan. The fairy tales presented in the book are a collection of PAUD fairy tales about animals helping each other with animal characters who are favorite characters for young children. This fairy tale contains 26 tales of mutual help between one animal and another. The fairy tale book contains many moral values that can be used as material for parents to shape their children's morals. Through the fairy tales in this book, children can learn positive moral values. This is because the language used is easy to understand, the story presented is not too long, the story is imaginative and the story presented is also interesting.

## **METHOD**

The research method carried out in this research is based on qualitative methods, namely: the type of research is library research, meaning conducting research whose research objective is to explore research objects through various library information, such as books, documents, magazines, newspapers, scientific journals and encyclopedias. This research is on documents as text. The focus of the document studied is a collection of PAUD fairy tales by Heru Kurniawan (Mustika Zed, 2008: 98).

Descriptive text with research techniques, namely, content analysis in analyzing and researching directly the phenomena contained in literary works. In analyzing the content, it tends to emphasize the meaning of the content and construction built in the PAUD fairy tale collection book as a text in studying an event related to children's moral value reasoning in the child's scope. Thus, research analysis focuses more on these moral values and excludes other values (Lexy J, 2018: 88).

**Data Analysis Techniques** Data analysis focuses on describing, clarifying and placing data in the context of text descriptions, which aims to analyze and reveal new theories and understandings (Sanipal, 2010: 265).

## **RESULTS AND DISCUSSION**

### **Moral reasoning is oriented towards giving gifts or rewards**

The next stage of moral reasoning is that children do good because there is a reward or something they want. After previously the child did good because of fear of punishment, at the next stage the child's morals begin to develop, where the child can differentiate good and bad, now what makes children do good is because there is a motive or there is something they want in the form of a gift or reward. Giving this reward will have an impact on the child's behavior, but it is also important to know that giving this reward requires a limit, as well as providing understanding to the child, so that the child's moral development stage does not stop at this stage, where the child always does good because of the reward and does not want to. do good if you don't get a gift or reward.

Reward according to language, comes from the English word reward which means appreciation or prize. Reward is a form of positive reward theory that originates from flow behavioristics, put forward by Waston, Ivan Pavlov and friends with their S-R theory. A reward is a response to a behavior that can increase the likelihood of the

behavior returning (Mulyasa, 2007: 77).

In children's moral reasoning, giving gifts or the reward model itself has quite an important role, because giving rewards can influence the psychology and behavior of the child himself. The simple concept is that a child will do good things if he is given a gift, for example, when a child wants to help his mother, his mother will cook his favorite food, with the reason that the child's favorite dish is that the child does good by helping his mother cook in the kitchen. Rewards will create motivation in children to do good things and influence positive behavior in their lives. By giving rewards and positive assessments to children, indirectly children can also develop positive self-actualization and self-concept.

### **How to develop punishment-oriented moral reasoning using the book, Collection of PAUD Fairy Tales, Animals Helping Each Other**

#### **1. Determine the fairy tale to be told**

Determining the story or fairy tale that will be told to the child is the first thing that parents or teachers who will read the fairy tale to the child must pay attention to. What teachers or parents can do is present interesting fairy tales. An interesting fairy tale is a fairy tale that has three important aspects in it, the first is that the fairy tale must match the child's interests and desires. If children are happy with animals, parents can read fairy tales that tell about animals and so on. This interest will have an impact when parents read it, the child's enthusiasm for listening to and listening to fairy tales will be high.

The second aspect is a fairy tale that tells interesting events, namely a plot that presents the flow of problems, conflicts and problem solving, so that when children are read to it they will be involved in the story. the third is the aspect of suitability to the child's level of development. Fairy tales that are suitable for early childhood can be identified from two stages of child development, namely the 0-3 year age stage and the 3-6 year age range. When we read a fairy tale, we have to adjust the age to the category of the fairy tale. The reason is that if it is not appropriate, the child may not receive it well.

The fairy tales that can be told to children in order to develop children's moral reasoning with the orientation of giving gifts or rewards to children in the book Collection of PAUD Fairy Tales Animals Helping Each Other include;

Rooster. This fairy tale contains about a chicken, where every morning the chicken always crows, but this morning the chicken was still very sound asleep. Suddenly Duck woke up from his sleep because of a nightmare. With a start, the chicken woke up and immediately crowed several times. The animals immediately woke up from their sleep and the animals immediately carried out their morning activities as usual. The chicken felt very happy and thanked the duck for helping him. Bebek immediately went to the river to bathe with his friends. The form of appreciation given by ducks and other animals to chickens is in the form of a thank you.

Eagle Cry. The eagle has several eggs in its nest. When the eagle flew and returned to the nest, the eagle was shocked because one of its eggs fell and broke. The eagle cried and screamed. Seeing the eagle crying, Flamingo approached and gave advice to always be patient. This egg broke because it couldn't hatch and the

smell was very bad. The eagle smiled happily because this egg would not hatch. In this fairy tale, the form of appreciation given by Elang to Flaminggo is non-verbal appreciation, namely by giving Flaminggo a smile.

Feasting Reindeer. After helping Quail and Rain Lace, Deer hurried away. The deer went to the Cow's house but the Cow's house was so quiet. The deer screamed but no one answered him. The deer went to the back of the cow's house. It turned out that the cow was drinking milk behind his house. The cow gave a glass of milk to the deer because it looked very thirsty. Cows and deer drink milk together. From this fairy tale, the form of appreciation given by the Cow to the Deer as a form of appreciation because the Deer has helped is by giving milk to the Deer.

Apart from the three stories mentioned in the book, there are also many other collections of stories that can be told to children, with the concept of anal moral reasoning through giving rewards or prizes. Like the fairy tale: Cows get entangled, mice climb trees, snakes want to leave the house, swallows play and so on.

## 2. How to tell fairy tales to children

- a. The substance of reading books or reading stories to young children is conveying the information contained in books to young children through spoken language units or pronunciation. Here, in saying or telling, we have to be careful, it has to be made so interesting that young children will like it.

- b. Shows a sentence or text

The substance of reading a book or reading a story to a child is even with pronunciation, but in reality the pronunciation we do is based on the sentences in the book or in the text. For this reason, actually reading a book is pronouncing written sentences. For this reason, we must show every sentence or every language written in the book to the child. Why is this important? Because by showing the child, the child is being taught or being introduced to written languages, the written language units will then be identified by the child and this is important. For example, I say "There is a rabbit that is jumping", then there is writing K,E,L,I,N,C,I and there is the word rabbit, so the words written in this book will be understood by young children. This is where reading books plays an important role in introducing written language units or what we often call literacy in early childhood. For this reason, we must pay attention to the important thing that when we are reading a book, show every sentence, every word we read to young children so that they understand and identify.

- c. Shows the picture.

The books for early childhood that we will tell, we will read are books full of illustrations and pictures, these pictures every time we want to tell or read a book must be shown to the child so that the child will identify. Every time we say "There is a rabbit" then the book presents rabbits, pictures of rabbits, illustrations of rabbits, young children will recognize it and then develop their imagination so that what we read to young children will be more interesting.

We must pay attention to these three important things. Our question now is how do we read books or read fairy tales to young children. What we need to pay attention to when reading stories or reading fairy tales to young children, namely:

1. Introduction

Make interesting communication with children so that children are interested. For example, "Son, have you ever seen a pigeon make friends with a sheep? Wow, they are close friends, you know." This will make children interested and then the children will enthusiastically listen to it.

2. After the introduction has been made, show the cover image of the book "Look here, there is a sheep and a dove who are going on an adventure in the forest and it is very impressive, wow, what is their adventure like? It's definitely going to be really exciting." This is what is called introducing initial images through book covers which will further increase the enthusiasm of young children to be ready to read books. So, if you are enthusiastic, show the book cover page and tell about the animal on the front cover of the book. Then the child is ready to read books slowly and interestingly according to the three things above.

3. Make an evaluation

Evaluation that can be carried out by parents or teachers in evaluating a fairy tale is by asking questions to young children after they have finished reading the book. For example, the question "Which animal helps the sheep? So, have you ever seen a sheep? What do sheep eat?" and various questions that are appropriate to the level of ability and understanding of young children so that through these questions young children's thinking abilities are being improved so that they understand reading well. Apart from that, with this evaluation activity parents can also ask or tell their children about the values contained in the fairy tale. This is where parents or teachers can develop and develop any moral values contained in the stories that have been read.

4. Appreciation

Appreciation of storytelling activities that can be given by parents or teachers in order to give appreciation to children includes; giving congratulations, giving applause, thumbs up, or gifts in kind. Giving appreciation to children does not have to be in the form of goods or money, because in essence children will feel happy if they are appreciated and praised or praised by their friends. Giving this appreciation will be a spur and generate enthusiasm for children to take part in storytelling activities in the next session. The reason is that when parents or teachers read fairy tales to children, over time the children will feel fed up and bored with this activity.

Developing children's moral reasoning through a collection of fairy tales, A Collection of Early Childhood Education Tales, Animals Helping Each Other, can be done by parents or teachers in several stages in reading the book themselves. With these stages children will absorb and understand it, as explained above, teachers or parents can introduce the book starting from the cover, introducing the characters, introducing the characters, intonation emphasis, clear pronunciation, introducing the setting or atmosphere, selecting the story. which is in accordance with the moral character to be developed and so on up to the appreciation stage. The purpose of this is so that moral development through fairy tales can be absorbed by children, children can distinguish good characters, good character attitudes, situations in which to do good or help, and understand the attitudes that must be taken. So that when children experience or see similar things in their daily lives or real lives, children can practice the moral values of a fairy tale they have heard or read. So the form of developing moral reasoning carried out through the activity of reading the

fairy tale book, Collection of PAUD Fairy Tales, Animals Helping Each Other, is a form of conveying, channeling, strengthening and understanding the moral values contained in the fairy tale book. Henceforth, after the child understands and comprehends the moral values conveyed, it is hoped that the child can apply them in the child's daily life.

After the child's moral reasoning stage with reward orientation or embedded rewards or the child has understood moral concepts, the next stage is that the child will enter the stage of self-awareness or moral awareness. Where children will realize that every action they do they already know whether it is good or bad, without having to be afraid of punishment or without having to get rewards or prizes. Children are aware and can differentiate between good and bad, and children are also able to reason about what should be done, children have the awareness to help, assist or do good without orders, and without frills.

## CONCLUSION

Morals are a development that must be implemented from an early age. In applying moral reasoning there are several stages according to age. This stage of moral reasoning is that children do good because there is a reward or something they want. Giving this reward will have an impact on the child's behavior, but it is also important to know that giving this reward requires a limit, as well as providing understanding to the child, so that the child's moral development stage does not stop at this stage, where the child always does good because of the reward and does not want to do good if you don't get a gift or reward. In this case, the way to develop or apply moral reasoning also has a first stage, determine the fairy tale that will be told. Stories are one of the main ingredients in developing moral reasoning. Second, how to read fairy tales to children. Reading fairy tales can use a unique and interesting voice so that children are interested, showing pictures, pointing to text so that children see.

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