Moral Formation and Character Education of Children Through Discussion Method in Donorejo Village

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Abstract

Early childhood character education is crucial for forming both people and society. However, implementing successful character education programs continues to present difficulties. Through Participatory Action Research (PAR), this study seeks to understand these issues better and identify solutions. Teachers, parents, and kids are the major participants in this research process. Role-playing and classroom discussions were part of the research methodology used to understand how youngsters conceptualize moral and ethical principles. The study's findings indicate that interactive discussions and role plays can help kids learn moral and ethical principles and motivate them to live by them. This study demonstrates the value of a participatory approach.

Keywords: Moral, character, education, discussion method

INTRODUCTION

Education is often called a process of learning and gaining knowledge through formal education. Silahuddin (2017) states that education is a critical and inseparable need for humans; with education, the human essential potential will be able to develop following the goals and future they aspire to. The National Education System Law also emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and skills. Necessary for himself in society (Undang- Undang Sistem Pendidikan Nasional, 2003)

ducation is expected to shape the young generation into good citizens in everyday life under the function of education (Hariyanto, 2021; Suwartini, 2017). Educational institutions not only influence cognitive or intellectual development but also influence the development of a child's personality and moral formation, where he will socialize with fellow friends, parents, teachers, and the school environment and relate to society (Hidayat, 2017; Faiz et al., 2018). However, reality often needs to match expectations. Many of the young generation today experience moral degradation, such as drinking alcohol, gambling, speaking impolitely, going against their parents, and not respecting each other; these behaviours are contrary to the moral values that should be instilled by the education system (Aprilina Wulandari et al., 2021). Recently, teaching good character has become one of the most critical issues in Indonesia (Nur et al., 2022). Moral and

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character education strategies need to be updated because the problems and issues are changing all the time (Faiz et al., 2022).

Children in Donorejo Village, Secang District, and Magelang Regency also experience moral and character degradation (Ayu, 2022). Based on initial observations, the children of Donorejo Village, who are also elementary school students, need to learn how to talk to their elders. The language between children tends to be rude, and smoking and swearing have become everyday language (Iyah, 2022). This assistance analyzes current learning methods to provide new strategies for forming students' character and morals.

The Participatory Action Research approach and discussion methods, can be used together in character development for children in Donorejo Village. PAR is a research approach involving the active participation of the individual or group that is the focus of the research in the context of character and moral education, involving students, teachers, parents, and the community in planning and implementing character education strategies (Afandi et al., 2016). The accompanying discussion method is used in the hope that children will be more accessible to convey their opinions and thoughts through words and actions so that they will give birth to children who are confident, able to communicate, respect other people's opinions, cooperate, tolerate each other and various kinds of educational characteristics.

METHOD

This PAR has four stages: Inquiry, action, reflection and Evaluation (Afandi et al., 2016). Details of the stages of community service activities are as flowchart follows:
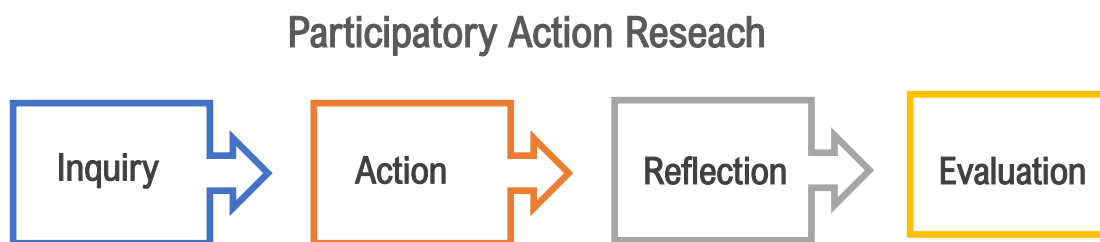
Participatory Action Reseach

Figure 1: Participatory Action Reseach

- Inquiry: The discussion method is used to identify problems or challenges faced by children (students), teachers, parents, and other communities related to character formation.
- Action: After identifying the problem, an action plan or intervention is made. For example, if the problem identified is a lack of honesty among children, the planned action focuses on character education about the value of honesty. During the process, mentors must ask for feedback from parents about changes in their behaviour after mentoring.
- Reflection: An reflection is carried out regarding what has been successful or not in implementing the mentoring strategy
- Evaluation finding the effectiveness of mentoring and problems that arise after the program or activity is implemented

RESULTS

Mentoring activities were conducted for Donorejo Village, Secang District, and Magelang Regency elementary school students. Mentoring lasts 30 days, from August 5 to September 1, 2022. This mentoring begins with research, namely conducting field observations by looking at how children behave daily, namely "rude" ways of speaking or not paying attention to polite manners if talking to parents, in social interactions between friends is not polite, fights often occur because of spoken words, making fun of each other and saying rude things (cursing). Apart from that, the assistant also interviewed teachers, parents, and the community about the character of the children in Donorejo Village, and it turned out that it was similar to the companion's findings. After that, teachers, parents, and companions begin to plan the strategies that will be implemented and what values are essential to teach.

Then, after knowing the problem and the strategy for solving the problem, action is taken. The discussion method was chosen as a mentoring strategy for forming children's character by providing knowledge about morality through religious activities. By providing knowledge about religion automatically, children whose religion is good will also behave well; moreover, by giving tasks to children, such as collaborative group work activities that require children to discuss to solve every social problem so that in real life, children can solve their problems. Like making crafts, it is done in groups, from searching for materials, colouring, and painting so that it becomes an attractive photo frame. This activity aims to increase children's creativity, how to work together, and learn to be responsible for their respective tasks.

Furthermore, whether this activity is successful or not depends on the children in the group. Method Discussion in this activity was conducted to find basic materials for making photo frames, dividing tasks per child, and expected results. After the work was completed, the assistant explained that teamwork (groups) must be based on the principles of mutual trust, mutual respect for friends' opinions, how to speak politely when asking friends for help if there are obstacles in completing individual tasks, and how to appreciate the results of joint work.

Religious activities are also carried out using the discussion method. The chaperone also assists in the Koran learning process, carried out daily at 15.00. In this activity, the companion accompanies the Koran teacher (ustadz) to tell stories about the behaviour of the Prophet Muhammad and his friends. By listening to this story, it is hoped that children will be able to imitate the Prophet's behaviour towards his parents, companions, friends, and even enemies. After listening to the story, the discussion method asks what you think about the Prophet's story. What would you do if so in that situation? Why is it important to always be kind to everyone?

Reflection was carried out to see how the strategy was carried out after being carried out and whether the discussion method could provide changes in the behaviour of the children of Donorejo Village. The mentoring has produced results: every time we meet a companion or older person, we always say hello and kiss their hands without being ordered. In group work, we pronounce the word "please" every time we ask for help from friends, and when discussions are held, the children are more active in asking or answering questions

Lastly is evaluation, whether implementing the mentoring strategy, namely the discussion method, can be accepted and applied well and no problems arise from the mentoring. The discussion method can positively impact the character development of children in Donorejo

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Village. The efforts in the process of moral formation through the discussion method provide good habits and examples so that children have good character, always reflecting positive values to children (Hidayah & Ahyani, 2021). The discussion method is by providing knowledge about morality through religious activities. By providing knowledge about religion automatically, children whose religion is good will also behave well (Purwanto et al., 2023). It is hoped that children will continue improving their attitudes and behavior in the future.

CONCLUSIONS AND RECOMMENDATIONS

Mentoring shows that a participatory approach in character education for children in Donorejo Village using interactive discussion methods can increase children's understanding of moral and ethical values and make them apply them in their daily behaviour. These results indicate that the methods taught in schools may be less effective in teaching character to children. Based on the mentoring results, it is hoped that teachers and parents will use more discussion and role-play methods in character education. Assistance to parents is also one way to support character education at home.

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AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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APPENDIX

Figure2. Study Group

Figure 3. Photo frame crafts

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Figure 4. Ricite Alquran