Development of Moral Dilemma Model in Elementary School

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Abstract

The purpose of this research is to produce a product of digital animation set in a hypothetical moral dilemma. The development of this moral dilemma model uses Borg &Gall's Research and Development method. But at the time this article was compiled, this research is still at the 3rd stage of Develop preliminary form of product. The setting of this research was tested at SDN 4 Kenanga. The results of the initial concept of research illustrate that cognitive morals must be applied early to students in order to solve problems and make decisions with careful consideration. Cognitive moral development can be applied by the method of moral dilemma to make children think critically, not only say the right answer, but can stimulate the child to mature moral thinking and considerations. The development of this concept will be further developed with educational-based applications. Thus, it can be concluded that the concept of developing moral dilemmas through the media becomes one of the needs that need to be developed in the pandemic, one of which is with digital animation. The concept of digital animation is expected to be one of the media that provides novelty in education in Indonesia that began to face a period of saturation in the midst of the pandemic

Keywords: Model development, moral dilemma, cognitive

1. Introduction

If we talk about morals, of course what comes to our mind is something that governs, or something good and bad that is run by a community order. Yusuf (2012: 132-133) says morals are derived from the Latin word "mos" (Mores), meaning customs, customs, rules/values or ordinances of life. While Hakam (2008: 4) says that moral in terms is a value or norm that becomes the handle of a person or a group in regulating his behavior. A person can be said to be moral, if the behavior of the person is in accordance with the moral values upheld by his social group. A child's moral development is heavily influenced by his environment. The child derives moral values from his environment, especially from his parents. He learned to recognize values and behave according to those values. In developing the morals of the child, the role of parents is very important, especially when the child is a child (Yusuf, 2012: 132-133).

Moral development was developed by Kohlberg (1963) who developed the theory of moral development derived from piaget's general organismal and structural orientation. Kohlberg confronts people with stories that pose moral dilemmas, many of which form a conflict between law (or norms) and human needs. The dilemma encourages respondents to answer based on their morality (Brown, 1965). Kohlberg

(1971) suggests that there are six stages of moral development that individuals may experience. He argues that these six stages form universal (Kohlberg, 1969; Piaget, 1960). In conjunction with six stages of development, Kohlberg found that individuals switched from one level of moral maturity to the second level and, finally, to the third level. As individuals move from lower to higher levels, the criteria for evaluating moral behavior shift from rule to principle, and from concrete to increasingly abstract. The transitional movement is characterized by a gradual shift in the type of capital of reasoning given by a person during development (Cortese, 1987:376).

Planting moral values with the current method of moral dilemma, constrained by the condition of the pandemic that is still ongoing, so it is necessary to develop a media moral dilemma that can contribute to the world of education. What's more, today moral education is still taught, not studied or discovered by students themselves. As according to Hakam (Faiz, 2019) the cultivation of moral values seems more taught or tought and not learned or learned with the role of teachers / lecturers / stylists / manggala more dominant, so that the class situation is more dominative and not integrative (Faiz, 2019: 9).

The development of moral cognitive learning one that can be developed is through the development of technology-based moral dilemma (ICT) media. Information and communication technology plays an important role in life now and in the future, including in education. The development of information and communication technology in the world of education has triggered a tendency to shift from conventional learning face-to-face towards digital learning that can be accessed using media, such as computers, mobile phones, without being limited in distance, place, and time by anyone who needs it (Munir, 2017: 69). As is the case today, the world of education must be able to follow the pandemic conditions that have been happening for one year. Of course, educators need to maximize the technology aspect as an effort to run the wheels of education even in limited conditions. Thus, the development of cognitive morals with technology-based moral dilemma methods, needs to get a place to provide educational media that adds scientific treasures to the world of education today that requires new innovations in the midst of the increasingly advanced and developing world conditions.

2. Research Method

The development of this moral dilemma model uses the Research and Development Borg & Gall method. However, at the time this article was compiled, this research was still in the 3rd stage, namely the initial product form development stage. The product will be tested in a research setting at SDN 4 Kenanga, Sumber Cirebon in class 5.

3. Result and Discussion

3.1 Constructivism Approach With The Development of a Model of Moral Dilemma in Elementary Schools

The approach of constructivism with the method of moral dilemma in schools is still minimally applied by educational practitioners. In his writing, Professor of value and character education from UPI Bandung, Hakam (2008) revealed that nowadays the tradition of moral education and character is still dominant with the approach of cultural transmission (devolution of values). While the constructivism of value is still very minimal. This can result in the students' compulsion to moral rules, but it is weak on moral thinking and moral considerations when making a decision. Many social phenomena that currently exist include education is able to produce intelligent people but lack in moral considerations. Of course, there needs to be a reconstruction of the moral and character education model in order for education in Indonesia to be better.

Reviewed from the psychological aspect, according to Piaget the level of development of elementary school students aged 7-11 years is at the stage of concrete operational development. Concrete operations are mental actions related to real concrete objects. A child has the ability to reason logic but has not been able to solve problems abstractly (Santrock, 2018). According to Goodman, egocentric preschoolers are incapable of moral reflection because concrete operations are necessary for children's moral understanding to share, take turns, and take other people's perspectives

In addition, if reviewed sociologically, to compensate for the times and the development of the era of disruption, digital technology can not be ruled out in the world of education. According to Permadi that this era of disruption requires people to think innovatively and creatively. This condition is inevitable but an opportunity so it needs to be prepared as best as possible (Fadlurrohim et al., 2020).

Thus, sociologically and psychologically, it is certainly very relevant the concept of developing moral dilemmas by using animated media. This is an effort to compensate and facilitate elementary school students with educational content that can be utilized by educators in elementary schools.

3.2 Development of moral dilemmas with technology media

In today's digital or information age science and technology is growing rapidly. This development has the impact of increasingly open and dissemination of information and knowledge from and around the world across the boundaries of distance, place, space and time. The reality in human life in this digital age will always be related to technology. Technology is essentially a process to get added value from the products it produces to be useful. Information and communication as part of technology is also developing very rapidly, affecting various lives and making changes to the way of life and daily human activities, including in the world of education. Education is experiencing a very rapid development, including with digital learning. By utilizing the development of information and communication technology, education can reach all levels of society. Education is not antipathy or allergy to the development of science and technology, but rather a subject or pioneer in its development (Munir, 2017)

As a source of progress of the nation that determines the competitiveness of the nation, so the education sector must be continuously improved. The current facts show that the educational gap factor is one of the main factors in improving the quality of education. The gap in the quality of education is in addition to the factors of inadequate facilities and infrastructure, limited human resources and also curriculum that is not

ready for the future. The application and development of information and communication technology in learning is one of the strategic steps in facing the future of education. The use of information and communication technology in learning is not just to follow global trends but is a strategic step in efforts to improve access and quality of education services (Munir, 2017).

The implementation of digital learning prospects is quite promising to be one of the alternative education systems because the development of information and communication technology and its devices strongly support the creation of facilities for digital learning. The development of information and communication technology will make it easier to access educational programs distributed over the internet. Another supporting factor is the rapidly growing number of internet customers and users who show how big and enthusiastic the public is about internet services that can support the creation of digital learning (Munir, 2017).

Animation comes from the English language, animation from the word to animate which means "animate." An animation is a still image arranged in sequence and recorded using the camera. Images, objects or figures are created in a variety of positions that are not too far apart. Furthermore, once combined it will give rise to the illusion, as if the image, object or figure is actually moving like a lifeless creature. The object or image in the animation takes the animal character as the central character. His behavior is exposed and expanded based on his habits so it is fun to enjoy. Animations like this are called cartoons. For example Tom &Jerry, Micke Mouse, and so on (Munir, 2017).

The concept of development that can be used as an interesting learning medium today is one of them through animation. The concept of developing a model of moral dilemma with animation media refers to the results of Mayer and Anderson's research (1991) on animation and narrative shows that narrative and animation have a higher value impact. Then Mayer and Anderson (1992) on animation instruction in teaching that can help students build a relationship between words and images in media learning, where the results show that students who get narrative explanations alongside animation have higher scores than students given narratives or animations only (Munir, 2017). Then Mousavi and Sweller's research (1995) examined the reduction of cognitive charge of audio and visual modes. The results showed that diverse sources of information resulted in a large cognitive charge, effective cognitive capacity can be improved when used audio and visual. Furthermore, research conducted by Kalyuga and Chandler (2000) of those who chose instructional design in the form of diagrams with visual and audio text at the same time showed the achievement of apprenticeships much better than others. Kalyuga and Chandler's research (2000) showed that those who chose instructional diagram design performed better than those who chose audio instructional design. In conclusion, the teaching and learning process using narrative and animation proved effective enough to improve learning outcomes. Narrative and animation techniques can be developed in the teaching and learning process because it is proven to improve learning outcomes (Munir, 2017). Thus, narrative and animation (visual) can be better understood by students because the context of the discussion is more real than just the narrative text. Furthermore, if applied to elementary school-age children who have not been able to abstract their thoughts concretely, animation can be the right medium.

With animation media provides facilities in the learning process that has high quality by utilizing the best possible educational technology. The application of digital technology has revolutionized the model and approach of learning from traditional models in the classroom to models that are easily accessible anywhere and anytime. Education became available in various places and was not limited by the walls of the classroom. Of course, to maximize the capabilities of alpha generation effectively, the education system must be equipped with human resource prerequisites that have capabilities related to the use of technological equipment so as to assist and teach students to obtain positive learning outcomes. International Education Advisory Board said that if the development of adequate technology media is not accompanied by human resources that are able to utilize it, it will certainly not be useful (Syamsuar & Reflianto, 2019).

Thus, the development of moral education with a method of moral dilemma that utilizes technological media in accordance with the psychological and sociological conditions of children is able to provide a better impact for students, the world of education and can complement the concept of moral and character education learning in elementary school, as well as support the approach of student center learning that according places an educator only as a facilitator who helps learners in building the concept of cognitif moral development / constructivism centered on learners (Faiz & Kurniawaty 2020)

Product design development developed is a hypothetical design with the concept of 2-dimensional digital animation with a type of motion graphics. The development of this concept will be further developed with educational-based applications. The development of this animated story is complemented by the evaluation of the stages of moral considerations of children made using implementing manuals for teachers and parents in order to implement the model of moral cognitive learning both offline and online. Thus, it can be concluded that the development of media today becomes one of the needs that need to be developed in the pandemic period, one of which is with digital animation. The concept of digital animation is expected to be one of the media that provides novelty in education in Indonesia that began to face a period of saturation in the midst of the pandemic.

4 Conclusion

Thus, the development of a model of moral dilemma using media becomes one of the needs that need to be developed in the pandemic, one of which is with digital animation. The concept of digital animation is expected to be one of the media that provides novelty in education in Indonesia that began to face saturation in the midst of distance learning during the pandemic. Putting forward the needs based on the situation, conditions and character of learners who enter the alpha generation that is very familiar with digital technology and the generation that is claimed to be the smartest compared to previous generations need be given an open space with technology media that changes the way of view and learning patterns that were originally conventional to unconventional. Education became available in various places and was not limited by the walls of the classroom. Students learn by using software (already familiar with touch screen) is a natural thing nowadays because the condition can not be avoided due to the

development of the times and rapid technological advances. Thus, the development of learning media is able to provide a more open understanding and able to improve the understanding value of high-end elementary students, so that students are able to think concretely about the content of moral dilemmas that must be learned by students.

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