

CLASSIFICATION OF REASONING MORAL ATTITUDES HELPING IN A COLLECTION OF EARLY CHILDHOOD TALES BY HERU KURNIAWAN

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Abstract. Reasoning moral attitudes in early childhood is essentially important to be developed from an early age. This is because the level of children's moral reasoning is very influential on the behavior and personality of children. One effort to develop reasoning moral attitudes in early childhood is through fairy tales or stories. The fairy tale by Heru Kurniawan is one of the works in which there is a level of moral reasoning when introduced to early childhood. This study aims to determine the classification of reasoning moral attitudes to help that exist in the book collection of fairy tales for animals to help each other. This study uses a library research research method with a content analysis approach. Data and data sources refer to information through primary data sources, namely the collection of PAUD fairy tales by Heru Kurniawan and secondary data taken from several documents, namely journals, books, or articles that support this research. The results of this study indicate that the classification of moral reasoning helps in the collection of early childhood fairy tales by Heru Kurniawan. Moral reasoning in the second stage is instrument relativist-oriented and the third stage is conformity-oriented, namely good children.

Keywords: Moral Reasoning, Early Childhood, Fairy Tales.

INTRODUCTION

Instilling moral values is needed to optimize the development of moral intelligence in early childhood. 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 himself, tolerate, empathize, be fair, show compassion and respect for others, and not act evil (Ahyani, 2012).

Moral development is an ongoing process. Children's moral abilities can be improved if they get support from the circumstances around them. Every child has the potential to improve his morality for the better. When a child can improve his morality then the policies in him also

increase (Ahyani, 2012). Kohlberg in Heru's journal said that an explanation of morality includes 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 a group (Kurniawan, 2018).

The development of this child's moral values can develop well through habituation by the teacher, namely telling fairy tales for children of this age. In essence, morality is not just a matter of how to show a behavior or action towards the people around us (Septiaji and Nisya, 2010). Rather, it gives more meaning and understands why each individual behaves well or badly, in addition to humans having various characters. Character building through education is an institutional mechanism that can accelerate the development of national character (Munastiwi, 2015). This becomes the basis that morality becomes an encouragement or motivation that aims to form a character by considering all actions through self-control. Children's fairy tales usually have important moral values in the life of the child in the future.

According to Staden & Watson, fairy tales can create a good learning environment. In addition, the fairy tale method can function as a medium in shaping personality and instilling moral values. In other words, children can absorb moral values in a way that is more entertaining and fun. (Hidayah and Nurhadija, 2018).

One of the attitudes that must be instilled in children from an early age is mutual help. In addition to training children's morals, helping each other can also train empathy in early childhood and train children's reasoning. Moral reasoning helps each other in early childhood is important to develop. Especially in an era like today, where many people are still selfish and only think about themselves. as an example of inequality in society both in urban and rural areas, many people live in poor houses while their neighbors are rich people, on the other hand there are still many people who experience hunger. This kind of thing happens because of the indifferent and selfish attitude of others.

In the case of early childhood, the attitude of helping each other is influenced by parents and their environment. If a child is brought up with a high sense of empathy and concern, it will have an influence on the child. Many children today still have selfish traits, don't want to share, don't care when their friends are in need, and so on. although not all, but the majority still do. From this it is important for parents, teachers, and the environment to instill moral values of helping each other in early childhood. One of the media to train moral reasoning to help each other in early childhood is through fairy tales (Pujaharjo and adiluhung). With fairy tales, children will gain knowledge and experience through fairy tale texts, whether read or read by others. When children interact with fairy tales, children not only learn the storyline or moral messages, but also learn the moral reasoning in fairy tales.

The moral reasoning in a fairy tale is a moral rationalization in the form of a series of events in the fairy tale. Fairy tale books are one of the media that can be used in developing moral reasoning to help each other in early childhood, apart from being interesting for children, fairy tale books are also one of the children's favorite books because they can stimulate children's imagination.

The collection of PAUD fairy tales by Heru Kurniawan is the chosen object of research. This PAUD story collection book is published in a major publisher, namely Bhuana Popular Sciences (BIP). This fairy tale contains collections of fairy tales for early childhood Animals Help Each Other. This book contains twenty-six titles of short fairy tales for early childhood. Fairy tales that tell about animals helping each other are one of the good values that must be instilled or accustomed to in children from an early age, namely moral values.

Based on this background, the researcher is interested in studying the development of reasoning on children's moral values in a collection of PAUD fairy tales by Heru Kurniawan.. This is what underlies the title of this study is "Conformity of Reasoning Moral Attitudes Helping in a Collection of Early Childhood Fairy Tales by Heru Kuriawan".

RESEARCH METHODS

This type of research is in the form of library research, meaning that it is conducting research whose research objective is to explore research objects through various library information, such as books, documents, magazines, newspapers, scientific journals and encyclopedias (Zed, 2018). This research is about documents as text. The focus of the document studied is a collection of PAUD fairy tales by Heru Kurniawan. Associated with the approach is done with a qualitative categorized. Presentation of the results with respect to the description of the results which show the characteristics of qualitative research. Qualitative research itself is a type of research that aims to examine an event carried out by the object of research with the whole experience and explanation in the form of language and sentences related to the unique natural environment through various scientific methods (Moleong, 2018).

DISCUSSION

This section presents and discusses the results of research that focuses on the suitability of the stages of moral reasoning in the book *Collection of Animals Helping Each Other Early Childhood Stories* with early childhood development. Moral reasoning as a measure of the good and bad behavior of the actions in the story and is comprehensive. This comprehensiveness occurs because the nature of the fairy tale itself is written based on the child's point of view which contains various moral values. However, every fairy tale always presents the main stages of moral development that become the focus of the problem. It is this moral and its stages that are often used as themes and moral problems in fairy tales. Departing from this, the discussion of the stages of children's moral reasoning focuses on the events or problems faced by the characters in fairy tales and becomes the message to be conveyed to the reader.

Conveying the moral message in fairy tales is always presented in a storyline that involves linkages with other elements such as characters, themes, storylines, and settings presented in fairy tales. From this it can be interpreted that the moral values presented in fairy tales are implicit. We can understand the moral implications in fairy tales by looking at and observing other elements, such as the characters and their characters in fairy tales. It is the characters in the fairy tale who experience moral problems, from this moral problem the fairy tale writer tries to present a solution to the moral problem with arguments or rationalizations based on the author's perspective. The way of presenting the solution to the moral problems presented is what is called moral reasoning. Therefore, every fairy tale always contains moral values as the subject matter and moral reasoning is presented in overcoming them. This is where the analysis of the suitability of moral reasoning with the stages of child development is carried out, namely revealing the suitability of the stages of moral reasoning in fairy tales with the stages of early childhood development.

The results of this study are presented based on the morals presented in the fairy tales that have been grouped. Every moral aspect presented in the collection of early childhood fairy tales helps one another by Heru Kurniawan is then linked to the stages of moral reasoning in children according to Kohlberg (1981) which are presented in fairy tales, then the stages of moral reasoning in fairy tales are examined for their suitability with the stages early childhood development.

The following is the result of an analysis of the suitability of the stages of moral reasoning in the book, a collection of fairy tales from PAUD animals helping each other by Heru Kurniawan with early childhood development:

3.1 The second stage of Moral Reasoning is Instrument Relativist Oriented

This stage is the stage where children begin to think about their own interests about what is right, which will also apply to other people. Children begin to reason about equal exchange, if they do good to others, then other people will also do good to them. Right actions are perceived by children as actions like tools that can meet their own needs or sometimes also meet the needs of others. As explained in point one. If it is categorized into rewards or expectations for children to do good, then in a collection of PAUD fairy tales by Heru Kurniawan, two animals help each other are found. First, the character does good because he hopes for the kindness of others. Second, the characters in fairy tales do good because they want to get rewarded in the form of pleasure.

3.1.1 Doing Good for Hoping for Good Rewards

After the researchers conducted research on a collection of early childhood fairy tales by Heru Kurniawan, the researchers found that there was one fairy tale that was oriented towards rewarding kindness in its moral text, namely a fairy tale with the title Kuda Lelah. The bee that helps the horse by dripping and giving the honey it has is oriented towards getting kindness from other characters either in the form of thanks or rewards which are described in subsequent tales. The researcher also found that there was a link between each of the fairy tales written by Heru Kurniawan in a collection of PAUD fairy tales, animals helping each other.

The character in the fairy tale entitled Tired Horse, the bee character expects kindness from other characters. The attitude of expecting rewards is in accordance with the nature and stages of early childhood development, where early childhood at the stages of their development have been taught to say thank you. This behavior is in accordance with the standard level of achievement of child development specified in the Minister of Education and Culture Regulation number 137 of 2014 as follows. First: Religious and Moral Values aged 12-18 months, children are already interested in worship activities (imitating worship movements and imitating prayer readings); Second, Religious and Moral Values aged 18-24 months, children imitate worship and prayer movements, begin to show good attitudes (as taught by religion) towards people who are worshipping, say greetings and kind words, such as sorry, thank you in the right situation. From the data in the standard table of child development achievement levels above, it can be seen that at the age of 18-24 months you should be able to say good words like thank you. In the tale of the tired horse, the following data is obtained:

Lebah tersenyum senang dan berkata, "Istirahatlah, Kuda!"
Kuda kembali merebahkan tubuhnya dan tertidur.
Saat bangun, Lebah sudah tidak ada di situ.
Tapi, Kuda merasakan lelahnya sudah hilang.
"Terima kasih, Lebah," seru Kuda.

From the data above, the researcher obtained data and facts that the fairy tale written by Heru Kurniawan on the title horse is tired contains moral reasoning that is

appropriate to the stages of child development. The moral reasoning in this fable enters into the second level or second stage of moral reasoning oriented to the instrument relativist. Where bees give goodness to horses by giving honey they have, here bees also give honey because they want to expect kindness from other characters to him. This is found in the next fairy tale entitled "Bees Looking for Home".

Lebah terus terbang menuju rumahnya.
tetapi, mendadak Lebah kebingungan.
Berkali-kali masuk ke rumah sarang madu.
Lebah salah masuk rumah sarang madunya.
Lebah pun berdiam diri di pucuk daun.

In the next fairy tale, the bee is confused looking for its home and keeps flying confused. Here the bees also hope that there are figures who help them. Because of the kindness of the bees in the fairy tale the horse is tired, the bees are helped by the monkey in times of need. From this fairy tale, children are taught that if we give kindness to others, then we will also be given kindness by others.

3.1.2 Doing Good for Expecting Rewards of Pleasure

In behaving or doing good, it is often because of certain motives, not even only in adults, even in early childhood. From this we will know the level of moral reasoning in a person. In the collection of PAUD fairy tales by Heru Kurniawan, the moral reasoning that exists after the researcher conducts an in-depth study, there are two moral levels as mentioned. In the second moral reasoning, the characters in the fairy tale do good not only expecting rewards in the form of kindness from other people, but also expecting rewards in the form of pleasure. In this second pattern, the character expects pleasure after doing good. One of the fairy tales that enters the second level, which does acts because it expects a reward in the form of pleasure, there is one fairy tale, namely the fairy tale with the title "the deer feast".

In a fairy tale with the title of a party deer, the researcher found data which explained that this fairy tale is oriented towards getting rewards in the form of pleasure. This is explained in a fairy tale when a cow is lonely behind the house, the cow gives milk to the deer to quench its thirst. Kindness that is reward-oriented in the form of pleasure is compatible with child development. In this fairy tale, it is explained that the cow character feels happy when someone wants to accompany her when she is alone. Likewise with the deer who looked happy when they were given milk by the cows and they partied until morning.

This fairy tale is in accordance with children's development, especially in the aspect of social emotional development, where children aged 18-24 months are required to be able to express various emotional reactions (happy, angry, afraid, disappointed) in accordance with the standard level of achievement of children's development as below ; Social Emotional Development Children, firstly, express various emotional reactions (happy, angry, afraid, and disappointed), secondly, show reactions of accepting or rejecting the presence of other people, thirdly, playing with friends with the same game, fourthly, imitating the behavior of adults who he had seen, and ate and drank himself.

From the standard level of achievement of child development above, the fairy tale with the title Deer Partying is in accordance with the stages of child development. Where

children aged 18-24 months are required to have reached the standard level of development as follows;

Express Various Emotions (Happy, Angry, Fear, Disappointment)

In the fairy tale of the deer having a party, the researcher found data that his moral reasoning is in accordance with the stages of early childhood development. The deer shows its joy when given a glass of milk by the cow. Then they feast and show their pleasure to each other in feasting on drinking milk until morning. From this it can be seen that the fairy tale with the title "deer feasting" in a collection of PAUD fairy tales by Heru Kurniawan animals help each other is in accordance with the level of early childhood development.

Shows a reaction to accept or reject the presence of others

After the researchers conducted an analysis and study of the text of the fairy tale entitled Deer Partying, the researchers also found the compatibility of the fairy tale with the stages of early childhood development at the age of 18-24 months, where children must be able to show a sense of acceptance or rejection of the presence of other people. In the fairy tale "the deer feast" the author chooses or shows the expression of the cow character to accept the presence of the deer. This was confirmed by the cow giving a glass of milk to the deer that had just come to see him.

Play with friends with the same game.

The suitability of fairy tales with the stages of child development which is then found in the fairy tale entitled "the party deer". In this tale, the cow chooses to party and play with the deer. This shows that the writer tries to inject togetherness values into his characters by accepting and playing together without coercion or orders.

Eat and drink alone

The researcher also found the compatibility of morals and reasoning in the fairy tale "deer feasting" with the stages of child development, namely on its social-emotional value. In this tale, a cow and a deer show their independence in drinking milk without the help of other characters. This is in accordance with child development standards at the age of 18-24 months, where children must be able to eat and drink on their own.

3.2 The "Good Boy" or "Sweet Boy" Stage of Moral Reasoning

If categorized into a "good boy" orientation to do good, then in a collection of fairy tales from PAUD animals helping each other by Heru Kurniawan, three patterns of helping are found. First, the character helps use the energy he has to do good, second, helps provide a hint or knowledge to help him, and third, does good by giving something he has to help his theme. After the researcher conducted research on a collection of fairy tales in PAUD animals helping each other by Heru Kurniawan, the researcher found that there were 22 fairy tales that were "good boy" or "sweet child" oriented in their moral texts. Of the 22 fairy tales, there are three patterns in helping, namely using his strength (there are eleven fairy tales), giving instructions or using his knowledge (there are eight fairy tales) and giving objects that he has (there are three fairy tales). The researcher also found that there is a connection between every fairy tale written by Heru Kurniawan in a collection of PAUD fairy tales, animals helping each other.

3.2.1 Do Good with power

In the book *Collection of Early Childhood Stories Animals Help Each Other*, the researcher found that there were eleven titles of fairy tales oriented to "good boys" namely fairy tales entitled Chickens Crow, Sheep Find Grass, Flamingo Stuck in Wood, Giraffe Carrying Leaves, Mosquito Soaked, Panda Falls, Cow Trapped, Mice Climb a Tree, Xenops Falls, Yuyu Floats, and Zebra Wants Company. Of the eleven fairy tale titles, all have an attitude of helping each other between other animals. The attitude of helping each other that is found in the eleven titles of the fairy tales, does good using the energy they have. The tales are oriented towards "good boy" or interpersonal conformity. This behavior is in accordance with the standard level of achievement of child development specified in Permendikbud number 137 of 2014, as follows. First, the Physical Motor of children aged 4-5 years can throw in one direction, catch something in a directed manner, make anticipatory movements, kick something in a directed manner, use game tools outside the classroom; Second, the Physical Motor of children aged 5-6 years can make coordinated body movements to train flexibility, balance and agility, coordinate eye-foot-hand-head movements in imitating dance or gymnastics, carry out physical games with rules, be skilled at using hands right and left, and perform personal hygiene activities.

From the standard data on the level of achievement of the child's development above, it can be seen that the age of 5-6 years can coordinate the movements of the eyes, legs and hands to do something work. An example in a fairy tale that has an attitude of helping to use energy is the fairy tale with the title "Flamingo Pinched by a Wood" that an elephant gets rid of a piece of wood that a Flamingo falls on. From these fairy tales, data and facts are obtained that the fairy tales are in accordance with the stage of child development. The moral reasoning that exists in some of these fairy tales enters the third level or the stage of "good boy" moral reasoning. Where the Elephant helps the Flamingo by lifting the wood that fell on the Flamingo. From the example of one of the fairy tale titles above, it explains that helping each other can use the energy we have.

3.2.2 Do good with knowledge or experience

For the second pattern in the third level or the stage of good children's moral reasoning, the researcher found front of fairy tales. Where these eight fairy tales contain the attitude of helping with knowledge or experience. The knowledge we have to help others. Researchers also found a link between fairy tales by Heru Kurniawan and early childhood development.

This behavior is in accordance with the standards for the level of achievement of child development specified in Permendikbud number 137 of 2014, as follows: First, cognitively aged 4-5 years children can recognize objects based on function, use objects as symbolic games, recognize simple concepts in everyday life, knowing the concept of a lot and a little, creating something according to his own ideas related to various problem solving, observing objects and phenomena with curiosity.

Second, cognitive 5-6 year old children can show activities that are exploratory and probing (such as: what happened when water was spilled, solving simple problems in everyday life in ways that are flexible and socially acceptable, applying knowledge or experience in different contexts). new ideas, and shows a creative attitude in solving problems (ideas, ideas out of the ordinary)

From the above data for the standard of achievement of child development above, it can be seen that at the age of 5-6 years a child must be able to show something that is

knowledge. In the book Collection of Fairy Tales in PAUD Animals Help Each Other by Heru Kurniawan, there are eight fairy tales that have an attitude of helping each other using knowledge. Apply knowledge or experience in a new context. From these eight tales help other animals with the knowledge or experience they have.

3.2.3 Be good with things

Fairy tales that have a helpful attitude by giving researchers found three fairy tales. From these three tales, animals help by giving what they have, for example Panda gives his drinking water to orangutans who need to drink because they are thirsty.

This behavior is in accordance with the standard level of achievement of child development as stipulated in Permendikbud number 137 of 2014 as follows: First, Social Emotional (Prosocial Behavior) aged 4-5 years, children can show enthusiasm in passively playing competitive games, obeying the rules that apply in a situation. play, respect others, and show empathy. Second, social emotional (prosocial behavior) aged 5-6 years, children can play with peers, know the feelings of their friends and respond appropriately, share with others, appreciate the good/opinions/work of others, and show tolerance.

From the data above, for the three fairy tales about helping to give something to animals or friends according to the level of achievement of the child's development, it can be seen that the three fairy tales are in accordance with early childhood development at the age of 5-6 years. Children can share with other friends. Can appreciate or respect a friend who is in trouble. From the data, the fairy tale is appropriate for early childhood development.

CONCLUSION

Based on the analysis of the reasoning aspect of the moral attitude of helping in a collection of fairy tales for early childhood by Heru Kurniawan, it can be concluded as follows: first, the appropriateness of the reasoning for the moral attitude of helping children in fairy tales has two stages, namely reward-oriented and good-child-oriented. Of the two moral reasoning, reward moral reasoning and good boy moral reasoning dominate this fairy tale. This reflects the psychological and sociological reality of children's lives in helping someone not because of a punishment, but because of a reward that has pleasure for them.

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