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60. Knowledge, Attitude, and Practices About Obesity among Obese Homemakers in Urban Udipi: A Cross-Sectional Study 298
Guruprasad V, PSVN Sharma, Binu V.S, KR. Banumathe, Shovan Saha
61. Behavioural Analysis of Consumers Towards Fairness Cream Brands and Their Preferences; with Reference to Hul, Madanapalle, Chittoor District 302
Kuchi. Srinivasa Krishna, Shaik Ahamed Basha
62. Bicondylar Tibial Fractures: Comparison of Single Lateral Locked Plate and Double Incision Dual Plate Osteosynthesis 309
Rakesh Sera, Atmananda S Hegde, Arjun Naik
63. Psychoreligy Strengthens the Parent Self-Acceptance on Children Suffering Cancer 313
Ilya Krisnana, Iqlima Dwi Kurnia, Ninik Dwi Purweni
64. Prevalence of Protein Energy Malnutrition among Underfive Children 318
Ambica.C, Viruben H Bhudia, Shashikala J Maheshwari, Kiran A Raval
65. Effect of Proprioceptive and Flexibility Exercise Program along with Resisted Training on Anxiety and Depression with Diabetic Neuropathy 322
Kannan Dhasaradharaman, Prathap Suganthirababu, K Mohanraj
66. The Self-Care Learning Exchange (SCLE) Model: A Model for Promoting Nutrition in Malnourished Children in Indonesia 327
Abdul Aziz Alimul Hidayat, Musrifatul Uliyah
67. The Development of Islamic Caring Model to Improve Psycho-Spiritual Comfort of Coronary Disease Patients 333
Abu Bakar, Nursalam, Merryana Adriani, Kusnanto, Siti Nur Qomariah, Ferry Efendi
68. Influence of **Picture and Picture** Method Against Moral Development of Children 339
Ah. Yusuf, Nurullia Hanum Hilfida, Ilya Krisnana, Putri Yunida Riza
69. The Awareness of the Effect of Black Seeds on Blood Glucose in Private University 345
Mohammed Faez Baobaid, Alabed Ali A. Alabed, Mahfoudh A. M. Abdulghani, Mohammed A. Abdelqader, Hasanain Faisal Ghazi, Mustafa Fadil Mohammed, Nurin Qistina Binti Roslan
70. The Correlation between the Quality of Nursing Work Life and Job Performance 351
Nursalam Nursalam, Amalia Fardiana, Candra Panji Asmoro, Harif Fadhillah, Ferry Efendi
71. Role of MRI in Comparison with DWI-MRI in Diagnosis of Intracranial Meningioma 357
Wijdan Yousif Taher, Kassim A. H. Taj-Aldean
72. The Effect of Conditioning Therapy and Model Therapy Toward Pre-School Child Behavior in Tooth Brushing 363
Berthiana T, Widya Warastuti
73. Factors Related to Blood Glucose Levels among Type II Diabetes Mellitus Patients (A Cross-Sectional Study in Kedungmundu Public Health Center, Semarang) 368
Lintang Dian Saraswati, Anto Budiharjo, Putri Septyarini, Praba Ginandjar
74. Developing a Hospital Electronic Death Record and Storage System for Deceased Patients in Developing Countries 372
Alfred Coleman

Influence of *Picture and Picture* Method Against Moral Development of Children

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ABSTRACT

Misbehaviour phenomenon in elementary school children can be caused by lack of moral development of children. The number of children with negative moral behaviour increases year by year both in quantity and quality. Internal and external factors can be the main effects of inadequate moral development of children. The aim of this study is to explain the effect of *picture and picture* method against moral development of children aged 10-11 years. *Pre-experimental* research with *one-group pre-post* test. Population of the research consisted of 165 children in Tanah Kalikedinding IV Elementary School. Sampling was conducted by using purposive sampling technique (n=117 respondents). The independent variable is the picture and picture method, while the dependent variable is the moral development. Collecting samples using observatory sheet and analysis using *Wilcoxon Signed Rank Test* with significant level of $\alpha = 0,05$. There was an increasing percentage from pre test and post test. *Picture and picture* method can be used as an alternative for developing children behaviour. For the future research, it is expected to use control group to examine which factors influence moral development of children.

Keywords : *picture and picture method, moral, development, children*

INTRODUCTION

According to Kohlberg's belief empirically proved that Individuals with low moral level will tend to commit violence or crime more often compared to individuals with high moral level⁽¹⁾. Based on data of Child Protection Commission (Komisi Perlindungan Anak), Child Protection Cluster 2011-2016 found that from 7,690 children facing child deviation cases, 1,881 children dealt with health related issues and NAPZA (drugs), and 2,345 children experienced educational problems such as brawls and *bullying*⁽²⁾. According to First Class Bureaucracy Surabaya, the number of children facing the law in Surabaya is increasing from year to year, by evidence that there were 500 children in 2016 who need assistance and not only the number

of cases increased but also the quality of the cases more complicated⁽³⁾.

Based on surveys conducted by researcher on Tanah Kalikedinding IV Elementary School Surabaya from 2017 with 47 students aged 10-11 years, there were 65,96% children taunting/scorning other fellow students, 63,83% children starting physical aggression (punching, kicking and fighting), 34,04% violating school regulations, 23,40% not respecting school environment such as littering or harming school stools/walls and 14,89% taking fellow students goods without permission.

School-aged children are individuals of 6-12 years old in development character period through verbal reinforcement, exemplary and identification. These aspects can be obtained through education at school as development of attitude and good habit⁽⁴⁾. Children having poor mental, moral and ethical values will be easily influenced by three main factors of juvenile delinquency, i.e. media, technology and friends⁽⁵⁾. Children moral development is in line with development of cognitive aspect, meaning that the stage of cognitive

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development for children aged 7-11 years old is on operational concrete phase⁽⁶⁾, i.e. children can understand rules from conversations resulting on a logical thinking pattern and operational mentality⁽⁷⁾

Moral education is important point for children to avoid bad influences from their social environment, leading them to possess good behaviour and to act rightly⁽⁸⁾. *Picture and picture* learning model is one of the active learning methods to create cooperation among students to solve problems⁽⁹⁾. This method is a cooperative method, children will learn to understand rules and get moral values on right or wrong as well as the reasons through observation of pictures. According to social-learning theory, learning mostly occurs through observation-control, which leads to *vicarious reinforcement* by formulating expectation of behavioural outcomes without self-directed action. At the end of social-learning process, children will be motivated to imitate or not to imitate the behaviour model he/she observed⁽¹⁰⁾. Therefore, Based on above description, this research aims to determine the effect of *picture and picture* method against moral development for children aged 10-11 years.

METHOD

The design used in this research was pre-experimental with *one-group pre post-test* approach. Population on this research was 165 student of Tanah Kalikedinding IV Elementary School Surabaya aged 10-

11 years old. Sample size in this study as many as 117 children obtained from the calculation of sample size and sampling by using purposive sampling. The independent variable in this research was the picture and picture method while the dependent variable was the moral development. The instrument in this research used tools and materials in the form of images with phenomenon found in society.

Data collection in this research was done by observation for 3 days before intervention, then another intervention after 3 days of following intervention days, and the last observation after given intervention for 3 days prior from two following three days. Data analysis used in this research is Wilcoxon Signed Rank Test with significant level of $\alpha = 0,05$.

RESULTS

Based on the demographic data of respondents, the major Characteristics of respondents was 10 years old, the eldest and nearly equal between male and female. Senior high school last education, Fathers' occupations were private employee and Mothers were Housewives.

Moral Development of Children before and after intervention

Distribution of children moral development prior to intervention of picture and picture method showed on table 1.

Table 1 Children Moral Development towards Prior Intervention

Moral Development		Good	Adequate	Less	Total
Sex	Boys	24 (40,7%)	31 (52,5%)	4 (6,8%)	59
	Girls	26 (44,8%)	30 (51,7%)	2 (3,5%)	58
Status in the Family Order	Single/Only Child	6 (54,5%)	4 (36,4%)	1 (9,1%)	11
	Eldest Child	18 (40,9%)	23 (52,3%)	3 (6,8%)	44
	Middle Child	11 (37,9%)	17 (58,6%)	1 (3,5%)	29
	Youngest Child	15 (45,5%)	17 (51,5%)	1 (3%)	33
Mother Working Status	Working	10 (41,7%)	13 (54,2%)	1 (4,1%)	24
	Unemployed	40 (43%)	48 (51,6%)	5 (5,4%)	93

The influence of picture and picture method on moral development of children as in Table 2.

There is an increasing trend from both pre-test and post test results. Increase based on the characteristics of the moral values of children, from which initially from

average characteristic to become children with good moral characteristic. Based on statistical test results from Wilcoxon Sign Rank Test shows the results $p = 0,000 < \alpha$, which means there is influence from *picture and picture* method towards moral development of children aged 10-11 years.

Table 2 Moral development of children before and after intervention

Moral development		Before		After	
		Freq	%	Freq	%
Category	Good	50	43	74	63
	Adequate	61	52	43	37
	Less	6	5	0	0
	Total	117	100	117	100
Mean		38.60		42.63	
Median		39.00		43.00	
Standard Deviasion		6.91		7.00	
Positive Ranks		85			
Negative Ranks		6			
Ties		26			
Z		- 7.657			
Wilcoxon Signed Rank Test p		0.000			

Table 3 showed that children of male gender have more moral values in the sufficient category. Girls have better category moral values than boys. Based on the order of the child in the family and the status of working mother and not working have moral development in adequate category.

Table 3. Characteristic of Moral Development

Moral value	Before		After	
	Average	Category	Average	Category
Honest	1,66	Less	2,95	Adequate
Discipline	3,22	Good	3,33	Good
Responsibility	2,97	Adequate	3,13	Good
Politeness	2,9	Adequate	3,17	Good
Caring	3,04	Good	3,18	Good
Confidence	2,47	Adequate	2,73	Adequate
Average total	2,71	Adequate	3,08	Good

DISCUSSION

Based on research of moral development towards children aged 10-11 years in Tanah Kalikedinding IV

Elementary School Surabaya, before the intervention found that more than a half have adequate moral, while less than a half have good moral and there is a small part of child whom had less moral. This data shows

that less and adequate moral value children still cheat very often during *test/post test* learning process, do not pay attention to the teacher during lessons, disturbing fellow friends, not dare to express opinions, etc. This corresponds to individuals who have low morals will more often commit violation or indications of crime than individuals with high moral⁽¹⁾. Children with better moral values tends to be more independent and able to sort out the positive and negative vibes/values⁽¹¹⁾.

Before the intervention, the moral characteristic of the average child is in adequate category. Moral values of honesty, responsibility, politeness and self-confidence are not only influenced by external factors, but also influenced by his/her own choice such as how these children resist the temptation when dealing in a particular situation. There are 2 processes of moral behavior in children, the basic process includes the process of reinforcement, punishment and imitation that can give an individual a way to learn about a particular response and why individual responses are different from the other; and self-control and able to resist temptation by developing self-control ability to avoid stealing, cheating, and lying⁽¹²⁾.

The majority of children who have less and adequate moral value is the boys. This is consistent with the results of the study that boys are more difficult to regulate than girls⁽¹³⁾. Boys tend to be more competitive, conflict-prone, egoist, risk-taker, and seek for dominance compared with girls⁽¹⁴⁾. Based on observations in the field, boys tend to pay less attention to teacher, more difficult to manage and more often annoy their friends than girls.

Level of Children moral development found that the sequence (order) of children in the family does not affect the moral development of children in particular. Whether he/she is the only child, eldest, middle or youngest child does not show any dominating characteristics in child moral development⁽¹³⁾. Each child has a positive and negative character, which is the eldest son has high motivation, tend to talkative and super conscientious, middle child tend to be kind and friendly but unwillingly attached, and when the eldest child has more cheerful, sociable but very sensitive trait, the only child is very dependable but irritable and less forgiving⁽¹⁵⁾.

Based of working parental status whether the mothers work or not, indicated that there is no positive

influence on the moral development of children. It has been proven that children with both working or not working mothers do not show any significant results in forming/teaching the moral development of children into good, enough or less categories. Factors that can affect moral development is the role of the family in providing examples and a good moral understanding for the child him/herself. Role of the family is important in the development of moral values through the behavior of people in the house, the punishment given (to the children) when doing bad things, and the role of the family in giving understanding and example of good and bad deeds⁽¹⁶⁾.

Moral development after the intervention mostly shows good improvement. This improvement can be proven by children's behavior, such as not cheating during the *test/post test* learning, pay attention to the teacher during class, not disturbing friends, dare/able to express opinions, etc. Children whom experienced increase in moral development are mostly active children during the process of *picture and picture* methods intervention. According to social learning theory, there are four phases in social learning, which are the attention phase, the reminder phase, the motoric reproductive phase (producing observed behavior), and the last phase of motivation to perform such behavior or not⁽¹⁷⁾. When the child is active in this method, the child will be stimulated to observe the image provided by the researcher, then the process of thinking about good and bad morals occurs, and then there is guidance to him/herself to produce observed behavior, so there is a motivation to behave in a good way according to their moral values⁽²¹⁾.

Not all children have increased in morality, but also there are small number of children whose moral values remain, and whose moral value decreased. This influenced by other factors, such as differences in ways of thinking about moral decisions and how they feel about morality. The activity level of the children in accepting this method is seen from their discussion activities in arranging the images provided by the researcher into logical sequence, in addition from that activity children also had to be active in order of responding to pictures arranged by other groups into logical sequence. Children aged 10-11 years are individuals with concrete operational thinking, i.e. the child develops an ability to use logical thinking to solve concrete problems⁽¹²⁾. A greater consistency and generosity in elementary school children will arise when

there is mutual stimulation and acceptance of arguments among peers in addition to parental encouragement and advice⁽¹²⁾. Children will easily understand the importance of moral values when children able to discuss about their understanding with their peers rather than just listening lectures from teachers or parents.

The characteristics of moral values after intervention, is increasing, the average of children into good category. This increasing obtained because interaction of children in obey the rules being made, process of thinking and understanding of children in taking moral values in the process of intervention when playing using this method. The benefits of playing is to play a moral value in children by learning right or wrong when interacting with their friends and understanding the rules defined in the game⁽¹⁸⁾. Game is part of the process of child growth, and important to manage it as a means of educating children effectively⁽¹⁹⁾.

The most significant improvement based on the characteristics of moral values is the value of honesty and caring. Those values have consequences to the child's belief in his religion. Religious values teaches acceptable and proper thing to done and become a 'controller' for not doing something based on his/her likes or desires⁽¹⁶⁾. The most increase in the value of honesty and care is the consequences of religion such as getting a sin when lying or not care about others, so the children will tend to do good deeds that are considered good according to his/her religion.

Picture and picture method is one of the active learning media that can encourage cooperation among students in solving the problem⁽⁹⁾. This learning method has an active, innovative, creative, and fun character⁽²⁰⁾. *Picture and picture* method is a good play method to be applied in improving moral development of children aged 10-11 years because it suits to the child's thinking level, so there is a good process to improve the moral development of children. Based on the description above shows that there was influence from *picture and picture* method towards moral development of children aged 10-11 years.

CONCLUSION

The children moral development children aged 10-11 years prior from the intervention of *picture and picture* shows that more than half children had enough moral development and a small part from population had

less moral development, and after the *picture and picture* intervention shows an increase for most children towards better moral development. The best moral value increase is the value of honesty and care, because children tend to do good behavior according to his/her religion. The *picture and picture* method can provide self-coaching to the child through 4 phases, which is the attention phase, the reminder phase, the motoric reproduction phase, and the motivation to perform phase such behavior or not.

Ethical Clearance: This research has earned ethic certificate with ethic number of 442 from Faculty of Nursing Universitas Airlangga.

Conflic of Interest: We declare that we have no conflict of interest

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