

JPUD-PB-191-133-144.pdf

by Pascasarjana PSUB Turnitin

Submission date: 06-May-2025 02:55AM (UTC-0700)

Submission ID: 2668006100

File name: JPUD-PB-191-133-144.pdf (318.26K)

Word count: 9192

Character count: 50328



The Influence of Pappasang Ri Kajang in Teaching Moral Values in Early Childhood: A Quasi-Experimental Study

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ABSTRACT:

This research is based on the problem of low moral values in early childhood, where children have difficulty behaving politely, behaving honestly, and humbly. According to Weikart, through exploration and problem-solving is an active way for children to learn, which is considered important to help children become polite, honest, and humble in facing new situations with moral values. Therefore, this study aims to analyze the influence of Pappasang Ri Kajang on the ability of moral values in children aged 5-6 years. This study uses a quantitative approach with a quasi-experimental method with a post-test design of one group. The research subjects consisted of 15 children in Wulil Amri Mannuruki Kindergarten Group B who were selected from the research population using purposive sampling techniques. Data is collected through observational guidelines that measure three main aspects: recognizing problems, finding solutions, and evaluating outcomes. The results of the study showed a significant improvement that can be seen from the ability of children to behave politely, honestly, and simply after the implementation of Pappasang Ri Kajang. There was a difference in the average pre-test score of 26.62 increasing to 53.31 at the posttest with a significance value of 0.001 ($p < 0.05$). The application of Pappasang Ri Kajang has been proven to be effective as an experiential learning method to improve early childhood moral values, so that it can be a relevant alternative for educators.

Artikel History
Submission : December 03, 2024
Received : April 16, 2025
Accepted : April 30, 2025

Keywords:
E.g, Moral Values, Early Childhood

Doi: [10.21009/jpud.v19i1.50432](https://doi.org/10.21009/jpud.v19i1.50432)

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1. Introduction

Early childhood education is a development effort aimed at children from birth to the age of six (Shofia & Dadan, 2021). Early childhood is an individual who is experiencing a very rapid growth and development process so that stimulation is needed that can develop several aspects of development including religious and moral values, cognitive, physical, motor, language, social-emotional and artistic values (Syamsuardi et al., 2019). The content of the law states that early childhood education is carried out from the age of 0-6 years by providing provisions in the field of basic knowledge and especially in the field of religious morality (Amri et al., 2023). Early childhood is a critical period where basic values such as manners, respect, and honor are instilled from an early age so that children can understand and apply them in daily life (Digest, 2020). According to Nurhayati, instilling established moral values in children will allow them to behave politely and politely towards anyone, respect those who are older than them, obey rules, be patient, honest and be willing to respect others (Fitri & Na'imah, 2020). Early childhood education is very important, because at this age it is a golden age for child development where the foundation of moral values and character begins to form (Silkenbeumer et al., 2024). At this age, children are very sensitive and easily influenced by their environment, therefore, we need to teach moral values from an early age (Amri, 2021).

Moral education in early childhood can be done through habituation, by instilling moral values in learning materials and imitating by children the behavior and habits of the adults around them, so that it has an extraordinary influence (Mukarromah, 2022). Moral development is one of the most important aspects to support the process of

developing children's personality and ability to socialize (Putry, 2017). In addition, at this age children are very sensitive and easily influenced by their environment, therefore, we need to teach moral values from an early age (Dresler, 2024). The development of moral values in the kindergarten education program is included in the field of behavior formation which is an activity that is carried out continuously and present in the daily life of children in kindergarten, so that these developmental aspects are expected to develop optimally (Syaari & Ahmad, 2016).

Teaching moral values to children from an early age plays a very important role in their character development (Harahap, 2021). This ability helps children to be more sensitive in recognizing the problems they face, and to understand the correct way to solve them. *Pappasang Ri Kajang* is one of the learning approaches that comes from the Bugis-Makassar cultural tradition (Kamaluddin & Mustolehudin, 2020). This approach emphasizes noble values in life that can be taught through social interaction, moral teaching, and character building. In the context of education, *Pappasang Ri Kajang* teaches the importance of norms, ethics, and moral teachings that need to be applied in daily life. In this learning, children are given a better understanding of moral values and character that are important in daily life. With the right approach, children can learn to respect others, be responsible, and become individuals with noble character. Through fun and easy-to-understand methods, such as stories, games, and social interactions, children can internalize these values in a fun and effective way (Sulaeman, 2019).

Children who are unable to solve problems effectively may have difficulty in the learning process. According to Santrock, children's problem-solving abilities are not yet comparable to adults, especially in complex situations that require analysis and decision-making. However, previous research has shown that improving children's moral values can help them overcome the various problems they face (Natari & Suryana, 2022). The ability to instill good moral values in early childhood allows children to develop positive character traits, such as a sense of responsibility, honesty, and empathy (Devine et al., 2024). Therefore, recognizing the limitations that children have at an early age allows us to understand that they may have difficulty in understanding moral values that require abstract thinking. At this stage of development, children tend to focus more on concrete and real things, so teaching moral values needs to be adjusted to their level of understanding, through a simpler and easier to understand approach.

To improve the skills of moral values in early childhood, it can be done by applying *Pappasang Ri Kajang*. *Pappasang Ri Kajang* was chosen because it aims to help shape their cultural identity, moral values, social skills, education, and social bonds (Gusmayanti & Dimiyati, 2021). Solutions to inculcate moral values can be firmly embedded in early childhood, forming a strong foundation for their future character development (Zainuddin et al., 2022). In early childhood education, the ability of moral values in children can be improved through the application of *Pappasang Ri Kajang* in ways such as role-playing, storytelling, and direct practice in daily life. The influence of *Pappasang Ri Kajang* has a significant impact on early childhood, especially in the context of culture and education. Early childhood in Kajang is naturally exposed to the cultural values and traditions of the Pappasang tribe through daily interactions with their families and the community itself (Elfira et al., 2023). The use of *Pappasang Ri Kajang* in learning not only helps children understand moral values, but also introduces them to local wisdom as an important part of cultural identity. It is very important to provide support in the formation of children's character from an early age, so that they can develop as individuals with integrity and respect for local cultural values (Rosa, 2016).

Put it in the fridge is one of the right applications to be applied in improving children's moral values. In the midst of the times and globalization, local culture is often eroded by the influence of foreign cultures. Children, especially those living in urban areas, are more exposed to cultures that are not always in line with the traditional moral values contained in *Pappasang Ri Kajang*. To overcome this problem, education based on local wisdom, including *Pappasang Ri Kajang*, must be introduced more intensively in schools and families. This research shows that the application of moral values contained in *Pappasang Ri Kajang* can have a positive impact on the development of children's character. This research reveals that by introducing moral teachings from an early age, such as *Tabé'* (mutual respect), *Lempu'* (honesty), and *Kamase-masea* (simplicity), children can internalize these values and apply them in daily life. The results of the study also show that families and schools have a very important role in instilling these values, by setting a direct example and creating a supportive environment.

There are not many studies that clearly link *Pappasang Ri Kajang* with early childhood moral values. However, there is evidence that the application of *Pappasang Ri Kajang* in learning activities has been proven effective in improving children's moral values (Uci Sanusi, 2023). Activities designed to help children recognize their potential through hands-on experiences and various forms of interactive activities (Radjab et al., 2023). *Pappasang Ri Kajang* offers a solution with the concept of open-nature-based learning as an effort to improve several aspects of development, including focusing on cognitive aspects, but also social, emotional, and physical aspects of children, especially in the ability of moral values in childhood (Asriadi, 2010). Most current research concentrates on the general benefits of the application of *Pappasang Ri Kajang* in current research concentrates on the general benefits of the application of *Pappasang Ri Kajang* in the context of moral education and character building, especially among children and adolescents. *Pappasang Ri Kajang*, as part of local wisdom, offers values which can help form individuals

with strong character, integrity, and high social awareness. Therefore, this study aims to test how effective *Pappasang Ri Kajang* is in improving the moral values of children aged 5-6 years. It is hoped that this research will add to the current literature by offering creative learning to build moral value skills in early childhood (Devine et al., 2024). In addition, this study will provide advice to educators on how to use this method in student learning.

Moral values in early childhood involve learning to distinguish between good and bad behavior, respect the rights of others, and understand the concepts of responsibility and justice (Lipponen et al., 2024). The education of moral values in children from an early age has a very important role in the formation of their character. At this stage, children begin to develop an understanding of basic concepts such as honesty, empathy, respect, and responsibility (Hafid, 2023). Therefore, introducing proper moral values helps them understand how to interact with others in a positive way. The importance of teaching moral values from an early age can be achieved in various ways, one of which is by providing real examples in daily life. Children tend to imitate the behavior of adults around them. If parents and educators show good behavior, such as sharing, telling the truth, or respecting others, then the child will learn to imitate them (Ardiansari & Dimiyati, 2021).

Early childhood is at a preconventional stage of moral development, where their moral decisions are often based on immediate consequences such as punishment or reward (Kusumawati & Zuchdi, 2019). Moral values education at this age aims to shape children's character through daily habits, examples, and experiences, including the introduction of religious values, kindness, and social care (Novayanty, 2021). The ability to acquire moral values in early childhood refers to positive behaviors and attitudes that are in accordance with social, cultural, and religious norms. Moral education from an early age is essential to shape a child's character, direct his behavior, and prepare them to become responsible individuals in society (Syamsudin, 2012).

Moral values play an important role in the development of personality and character in early childhood. Early childhood is a critical period where basic values such as politeness, respect, and honor are instilled from an early age so that children can understand and apply them in daily life (Marzuki & Syamsuardi, 2018). According to Nurhayati, instilling established moral values in children will allow them to behave politely and politely towards anyone, to respect those who are older than them, to obey the rules, to be patient, honest and willing to respect others (Fitri & Na'imah, 2020). So moral values is a person's actions or behaviors or words in interacting with other human beings (Yeni Angriani et al., 2024). And according to Wasono in Zuriyah, moral values are basically values that concern the issue of decency, the problem of the mind, which is closely related between man and other creatures created by God (Firwan, 2017). So moral values It is very important to be implemented early so that children can behave honestly, politely, respectfully, and respect others.

Development of moral values is a dynamic process that occurs throughout a person's life and is influenced by various factors (Nurjanah, 2018). Moral values reflect principles and beliefs about what is considered right and wrong, good and bad, and how one should act in different situations (Sjögren et al., 2024). To understand how moral values develop, it is important to take into account the various factors that contribute to its formation. Some of the key factors that influence the development of moral values include family, education, social environment, media, personal experiences, culture, religion, and psychological aspects (Rasolofoson et al., 2025).

In addition to family, education in schools also plays a big role in shaping children's moral values. At school, children learn not only about academic subjects, but also about how to interact with friends, cooperate and respect others. Teachers act as role models of good behavior and provide opportunities for children to learn moral values through group activities and learning that involve discussion and the formation of positive attitudes. This helps children understand the importance of working together and respecting their friends. The social environment in which children grow up also greatly influences the development of their moral values (Cowell & Decety, 2015). Peers play an important role in teaching children's social values. Through playing together and interacting, children learn about cooperation, patience, and sharing. They also begin to understand that every action they take can affect others, so it's important to behave well and consider the feelings of their friends. In this way, children learn a lot of moral lessons from everyday experiences with friends. Children's personal experiences are also a major factor in their moral development. Every time a child does a good deed, such as helping others or sharing a toy, they learn about the value of empathy and kindness. On the other hand, if they make mistakes, they can learn about responsibility and the importance of admitting mistakes. These experiences help children understand the impact of their actions and teach them how to behave better in the future (Zhou et al., 2024). In addition to these external factors, culture and religion also play a role in teaching moral values for children. Each culture has its own way of teaching good and appropriate behavior. For example, through folklore or tradition, children can learn about the values that are valued in their society. Religion also provides guidance on how to be a good person, teaching principles such as politeness, honesty, and forgiveness, all of which are essential for the moral development of children from an early age.

There are several moral values that are important to teach children from an early age, including politeness, respect, and honor. Cleanliness is one of the moral values that must be taught to children from an early age. Moral education for children from an early age can be carried out starting from the family environment, school environment, to the community environment (Khaironi, 2017). Moral values Early childhood not only includes the ability to recognize and distinguish between good and bad behavior, but also instills attitudes and character that help

them live in harmony with others in society (Safitri & 'Aziz, 2019). In the context of early childhood education, these moral values involves aspects such as honesty, respect, cooperation, empathy, and social responsibility. This process is often integrated into everyday activities, including games, stories, or activities that focus on character building. According to research, early moral education can be an important foundation in building individuals with noble character and character. Children learn to understand morality through the process of internalizing experiences provided by their environment, both through the rule-enforced, interpersonal relationships, and the example set by parents and teachers (Septiana & Syafrudin, 2022). The stage of moral development in early childhood is also influenced by the approach of the adults around him (Lázárescue, 2012). In the theory of moral development, as explained by Piaget and Kohlberg, children at this age tend to follow rules due to external influences, but over time, their understanding of moral values evolves into something more complex, including the concepts of universal justice and welfare (Fauzi & Hasanah, 2024). This moral development can also be influenced by other theories such as social-emotional development theory and cognitive theory (Turgoose & Murphy, 2024). Some theories suggest that moral understanding develops along with cognitive abilities and the ability to understand the perspectives of others.

The place where Kajang is located is part of the local wisdom of the Ammatoa Kajang indigenous people in South Sulawesi, who have philosophical and moral values that have been passed down from generation to generation. In the context of learning, pappasang includes sacred messages that teach harmony between humans and the environment, simple living (kamase-masea), and respect for customary law. These values are applied in people's daily lives, such as in the management of customary forests that prioritize environmental conservation and ecosystem balance (Badewi, 2018). As an educational strategy, these values can be used as learning materials based on local culture, for example through the integration of environmental ethics and character education in the curriculum. This implementation not only strengthens the sense of cultural identity but also teaches students moral responsibility to maintain the sustainability of nature and harmonious social relations. The place where Kajang is located is not only as a guideline in daily life, but also as a teaching material in informal education in the Kajang community. From an early age, children are taught about the values contained in Pappasang Ri Kajang through stories, fairy tales, and advice from parents and traditional elders. This value education is carried out orally and becomes part of daily life. One of the main values contained in Pappasang Ri Kajang is "Taba" which teaches about mutual respect and maintaining good relationships with others. Children are given the understanding that every action they take must take into account the feelings of others, and maintain harmony in the social environment. In addition, the "Ammarena" value, which teaches about sincerity and honesty, is also an important part of children's moral learning. Children are taught to always speak and act honestly, because honesty is the main basis for building trust in relationships between people.

The place where Kajang is located is very suitable to be applied in early childhood learning because it contains noble values that are relevant to moral development, character, and environmental awareness. Pappasang Ri Kajang has great potential to make learning interesting because it contains deep values about local wisdom, such as respect for nature, social ethics, and responsibility. These values are very relevant when applied in the context of education, as they can help shape children's character from an early age, as well as introduce them to the rich local culture (Kamaluddin & Mustolehudin, 2020). By integrating Pappasang into the educational curriculum, teachers can make learning more lively and relevant to children's daily experiences. This approach not only teaches academic knowledge but also builds character, teaches morality, and values local cultural heritage. Pappasang Ri Kajang has great potential in helping young children understand abstract concepts concretely through hands-on experience (Septiana & Syafrudin, 2022). The values contained in Pappasang teach life principles that can be transformed into concrete learning. Through the stories and teachings at Pappasang, children can learn about morality, social responsibility, and relationships with nature that are highly relevant to their daily experiences. The teachings in Pappasang Ri Kajang teach children about strong morality. Values such as honesty, respect, and responsibility are introduced through easy-to-understand stories and proverbs. Children learn to appreciate these values in their interactions with others, both in the family and in society. In this way, they gain an understanding of the importance of acting in accordance with moral values in every decision they make.

Based on the analysis of early childhood ability problems, Pappasang Ri Kajang is one of the effective learning models in improving children's moral values. This pappas teaches principles of life that are closely related to moral values, such as honesty, peace, social responsibility, and respect for nature. These values are very important to be instilled from an early age because they can shape children's character in daily life. This game is a form of game that applies the values in Pappasang Ri Kajang to improve children's moral values. The steps to implement Pappasang Ri Kajang in early childhood learning can be carried out in the following stages: 1) the introduction of local values contained in Pasang ri Kajang that are relevant to children's character education; 2.) the application of these values in learning activities that integrate cultural and moral aspects; 3.) Accompanying children in reflecting on their learning experiences to strengthen their understanding and internalization of these values. These steps aim to instill deep character and moral values through hands-on experience (Septiana & Syafrudin, 2022). The purpose of implementing Pappasang Ri Kajang in early childhood education is to instill local moral and cultural values that are relevant to daily life. Learning based on local wisdom such as Pappasang Ri Kajang can help children develop an understanding of the importance of living simply, protecting the environment, and maintaining the balance of nature.

2. Method

This study uses a quantitative approach with a type of experimental research in the form of pre-experimental design. The research design used a single group pre-test post-test design. The population in this study is 30 students of Wulil Amri Mannuruki Kindergarten. The subjects of this study were 15 students and only involved one group as an experimental group. The research subjects were determined through purposive sampling techniques. The use of purposive sampling techniques determine whether or not a person is included as a sample based on a specific purpose (Firmansyah & Dede, 2022). This research was conducted at Wulil Amri Mannuruki Kindergarten, where research participants must meet certain criteria, such as children aged 5-6 years and have never applied children's moral values skills in carrying out *Pappasang Ri Kajang*. The experiment was carried out through three stages, namely pre-test, treatment, and post-test.

Table 1. Research Design One Group Pretest-Posttest Design

Post-Test Prates Treatment		
O1	X	O2

Information:

O1 = Pre-test or observation of the value of the child's moral value ability before being given the *Pappasang Ri Kajang* learning treatment.

X = Treatment What is given is to learn about *Pappasang Ri Kajang*.

O2 = Post-test score of improving the ability of children's moral values after being given the learning treatment of *Pappasang Ri Kajang*.

Research instruments are tools that help researchers collect data (Sugiyono, 2015). The data to be collected determine the type of research instrument chosen. However, in this study, the instrument used is an observation technique. The data analysis technique used was nonparametric statistics using the Wilcoxon Signed Rank Test (Wilcoxon Signed Rank Test) to evaluate the difference in treatment of the study subjects. It is used for two paired samples and data that are not normally distributed with $n < 25$ samples (Riadi, 2016). The Wilcoxon Signed Rank Test procedure can be done by determining a hypothesis, then testing the hypothesis with a significant level of 0.005 or 5%. Drawing conclusions statistical testing based on hypothesis testing will be carried out using IBM SPSS 25.

The achievement of moral values in children aged 5-6 years can be identified through several indicators which include the ability to understand problems, plan solutions, implement strategies, and evaluate results. In this context, understanding the problem is the first thing that the child needs to achieve. It is expected that when children understand the problem, they can recognize the core of the problem, find relevant information, and demonstrate an initial understanding of the context of the problem. When children have the ability to plan problem-solving, they show the ability to create simple, logical plans or steps to solve them. Children can also think of several solution options, choose the most appropriate one and visualize what needs to be done to achieve a solution. When children try to implement the plans that have been made, use tools and remain patient and consistent in doing so, children show the ability to carry out problem-solving strategies. Children can also adapt when facing obstacles by adjusting the strategies used.

When children are able to reflect on their problem-solving processes and outcomes, they begin to develop evaluation skills that are important in learning. This ability allows them to evaluate the approach they have chosen, recognize errors or flaws in the strategies used, and provide reasons for success or failure. In addition, through this reflection, children learn to consider what can be improved or improved for future solutions. Indicators of the achievement of moral values in early childhood indicate the child's ability to recognize and understand the feelings of themselves and others, as well as to understand right and wrong actions in social contexts. Children who achieve these indicators can show empathy, sharing, and respect for the rules and social norms that apply in their environment. In addition, children are also able to respond appropriately to differences of opinion and show a willingness to cooperate with their friends (Alif Reskiawan et al., 2022).

This assessment involves input from supervisors, early childhood education experts, and teachers who are experienced in assessing learning tools. The test is designed to measure three main aspects of moral values in early childhood, which include cognitive, affective, and behavioral aspects (Sadewa, 2018). After each treatment session,

the children received an evaluation of the results of the early childhood moral value instrument. The test²¹ nonparametric statistical method, was used to test the hypothesis of this study. The test compares the results of the pre-test and post-test groups of the experimental group to determine if the²⁰ treatment results in significant improvement. The data analyzed consisted of the difference in scores between the pre-test and post-test groups. This analysis method can be applied to a relatively small sample of data and does not meet the assumption of normality

3. Result

The results of this study¹ aim to analyze the influence of *Pappasang Ri Kajang*¹⁵ on the ability of moral values in children aged 5-6 years. Observational guideline tool²² collect data by measuring three main components: about the problem, finding a solution, and evaluating the results. The Wilcoxon Signed Rank test was used to compare pre-test and post-test scores from the experimental group.

Table 2. Pre-Test Table

Not	Name	Sign	Predicate
1	A	15	BB
2	R	45	BSh
3	F	29	BB
4	I	22	BB
5	E	18	BB
6	S	45	BSh
7	Z	20	BB
8	L	17	BB
9	D	24	BB
10	B	16	BB
11	V	23	BB
12	M	27	BB
13	N	45	BSh
14	Y	15	BB
15	W	45	BSh

Before treatment, pre-test results showed that children's moral value abilities were low on average, with most participants having difficulty recognizing problems and finding solutions.

Table 3. Post-test table

Not	Name	Sign	Predicate
1	A	45	BSh
2	R	52	BSh
3	F	60	BSB
4	I	57	BSh
5	E	45	BSh
6	S	49	BSh

Not	Name	Sign	Predicate
7	Z	60	BSB
8	L	58	BSH
9	D	48	BSH
10	B	60	BSB
11	V	55	BSH
12	M	51	BSH
13	N	53	BSH
14	Y	45	BSH
15	W	52	BSH

After treatment, post-test results showed a significant improvement in the teaching of moral values, with some children able to identify problems independently, find solutions, and evaluate the results independently.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Deviation hours
Pre-tests	13	15	45	26.62	11,251
Post-tests	13	45	60	53.31	5,513

Valid N (in the direction of the list) 13

Table 4 shows that the average score in the post-test (53.31) is much higher than the pre-test (26.62), indicating that the application of *Pappasang Ri Kajang* can improve children's ability to solve problems. A lower standard deviation score (Std. Deviation) at post-test (5,513) indicated that the improvement achieved was more evenly distributed among participants, indicating uniform treatment effectiveness.

The study had no control group, and the sample was small (n=13). To improve the validity of the results, further research is recommended to use the correct experimental design with the control group. The development of more standardized instruments can also lead to more honest results. Therefore, the findings of this study show that the application of *Pappasang Ri Kajang* can be an effective reference to improve the moral values of children aged 5-6 years. This research is also relevant to be applied in the early childhood education environment.

To test the hypothesis that the use of *Pappasang Ri Kajang* learning has a significant influence on the moral values of children aged 5-6 years, quantitative research results were obtained from the comparison of pre-test and post-test scores using the Wilcoxon Signed Rank Test method. The Wilcoxon test is used to determine if there are significant differences between data that do not meet the assumption of normality.

Table 5. Nonparametric Statistical Tests

	Posttest - Pretest
Z	-3,181b
Asymp. Sig. (2 tails)	,001

- a. Wilcoxon Signed Rating Test
- b. Based on negative ratings.

The Z value indicates the results of statistical calculations, which consist of the difference in the increase and decrease in ratings between pre-test and post-test. The upgrade is higher, which means that most post-test scores are higher than pre-tests. Asimpa. Sig. (2-tailed) = 0.01 This is the p-value of the two-tail test. The results are considered statistically significant because the p(0.001) value is smaller than the significance level found, which is usually 0.05, which means the pre-test and post-test values are very different. So the results of the treatment have a significant effect. The application of *Pappasang Ri Kajang* significantly increases the moral values of children aged 5-6 years.

Qualitative results were obtained from direct observation during the *Pappasang Ri Kajang* learning session, which showed changes in student behavior. These changes include actively participating, cooperating, and being creative in solving various challenges given. The results obtained are summarized in several main findings that describe the indicators of children's moral values ability : Understanding problems, planning solutions, implementing strategies, and evaluating results.

The first indicator, understanding the problem: The results of the observation show that the child is able to understand the core of the problem given in the learning of *Pappasang Ri Kajang* which is designed to challenge them to recognize the situation that needs to be solved. In role-play activities, children are asked to role-play situations that allow them to express and apply the moral values they have learned. For example, they may be asked to play the role of a mutual help friend or a wise leader who leads his or her friends in completing a task. Through this activity, children learn about the importance of cooperation, honesty, and responsibility in various social contexts. In addition, in role-playing, children can learn about the consequences of their actions, both positive and negative. When they are given the opportunity to make decisions in the scenarios they are playing, they can see how their actions affect others. This helps children to better understand the importance of behavior that is in line with moral values, as well as improve their ability to make wise decisions.

The first step in planning this role-play is to determine the problems the group will face, such as how to manage time wisely between schoolwork and playtime. Once the problem is identified, the children will plan how each role will contribute to the solution. For example, children who play the role of parents may be responsible for scheduling, while others will work on their own parts of the scenario. In this plan, they will learn about the responsibilities and cooperation required to achieve common goals.

Additionally, students are asked to think about the consequences of their actions in the situation. Children can plan how they will handle the situation if someone disagrees or feels unfair. These discussions allow them to understand the importance of honest and open communication, as well as respect for the opinions of others. Through this scenario, children learn to resolve conflicts in a constructive way and based on good moral values. This role-playing plan not only teaches values such as honesty, cooperation, and responsibility, but also provides opportunities for children to develop their social skills. They learn to respect each other and work in a team, as well as how to solve problems together. Through this activity, children also strengthen their understanding of how morality is applied in daily life.

As children begin to implement the plans they have created in role-playing, their ability to implement social and moral strategies will be more visible and visible in their actions. When role-playing, children not only imagine, but also practice how to interact with others, make decisions, and manage the roles they play. And children show a desire to develop themselves further through the application of the moral values they learn in role-playing. This desire is reflected in the various positive actions they take after realizing the importance of these values.

After the game is played, children are given the opportunity to reflect on what they did during role-play. They will discuss what works and what doesn't in their plan, and identify which moral values are easier or more difficult to implement. Through this reflection, children can deepen their understanding of the importance of morality in their lives and find ways to improve their behavior in the future. This process of reflection not only allows children to better understand themselves and their actions, but also strengthens their understanding of how moral values such as cooperation, honesty, responsibility, and empathy can be applied in everyday life.

The results of the study show that the activities of the *Kajang Pappasang ri* which involve role play have a positive impact on the moral development of early childhood. This activity invites children to interact in situations that require them to apply moral values, such as honesty, cooperation, and responsibility. In a study conducted by Wijaya (2018), it was found that role play helps children understand and internalize these values more deeply through direct experience in a social context. By playing a role in the planned situation, children not only learn moral theory, but also put it into practice in everyday interactions. In role-playing activities, children are given the chance to play the role of others, allowing them to see the world from a different perspective. This develops their understanding of how their actions can affect others, while helping them act in a more positive and empathetic way.

4. Discussion

Places where *Kajang* is located, which is part of the local wisdom of the *Kajang* community, contains ethical values that are important in the character education of young children (Yuliana et al., 2021). Values such as honesty, respect, responsibility, and decency are taught through wise words that are passed down from generation to generation. In the context of early childhood education, the application of *pappasang* helps to build a solid moral foundation in children (Fadhel et al., 2021). Based on research, education based on local wisdom, such as *pappasang*, plays a role in strengthening the relationship between cultural values and children's moral behavior. This supports the development of character that is not only rooted in universal values but also local culture, so that children have a strong moral identity and are relevant to their environment (Yuliana, 2015).

Some of the factors that support the improvement of children's moral values include various aspects related to the learning environment, teaching methods, and social interactions that occur around children (Khoiriah, 2023). A significant influence of these factors is due to the use of teaching techniques that suit the needs of early childhood, which emphasizes play-based activities (Idhayani et al., 2023). Students gain hands-on experience in identifying, planning, and solving problems through *Kajang pappasang ri* activities which are carried out in the form of role plays. In this activity, children are given the opportunity to face various problems that they solve collaboratively with their friends (Lindriany et al., 2022). According to Polya, this activity reflects four stages of problem-solving: (1) understanding the problem through direct observation, (2) creating a solution plan by speaking, (3) implementing problem-solving strategies in the game, and (4) evaluating the outcome by talking about the successes or problems faced (Yustitia, 2015). Therefore, the findings of this study support the previous idea that involving children in real-life situations can help them learn more effectively (Nur Bintari & Darmawan, 2016).

According to several studies on culture-based education, *Pappasang Ri Kajang* can be considered a form of learning that emphasizes traditional values that have long been taught in the people of *Kajang*, South Sulawesi. Culture-based learning like this emphasizes the teaching process through hands-on experience, social interaction, and moral learning that is passed down from generation to generation (Rifai, 2019). In its implementation, the insertion of *pappasang* into the PAUD curriculum can be done through fairy tales, traditional games, and art activities. This action provides an opportunity for the child to understand moral values in a fun and immersive atmosphere. Research shows that children who are exposed to local wisdom from an early age tend to have a better moral understanding than those who only learn through formal academic approaches. Overall, *Pappasang Ri Kajang* has an important role in building the character of early childhood by using a culture-based approach. It not only protects cultural heritage but also provides children with moral values that are relevant to their future lives.

One effective way to convey these values is to set an example through habits. Toddlers generally learn through observation and imitation, so it is highly recommended to teach values in parenting by giving direct examples given by teachers or parents (Nation & Wisdom, n.d.). For example, we can practice the attitude of *kamase-masea* (simplicity) in our children's daily lives, for example when sharing toys or food with friends at school. In addition, *pappasang* is also equipped with interactive elements that can improve children's social and emotional abilities. The values of cooperation and respect in *pappasang* provide encouragement for children to unite, respect each other, and understand the feelings of others. This is in accordance with the purpose of early childhood education in developing the social and emotional aspects of children in a balanced manner (Journal of Learning Innovation, 2015).

This research aims to develop new learning that is tailored to the needs of early childhood development. The main focus of this study is to improve the quality of learning by introducing approaches that support children's cognitive, social, and emotional development (Farias et al., 2009). By integrating various relevant and fun teaching techniques, it is hoped that children can more easily understand the material and develop the skills needed in daily life, as well as form a positive character. In fact, there has been a significant increase in the ability of moral values in early childhood, which suggests that learning through *Pappasang Ri Kajang* provides a more enjoyable and contextual learning experience. This approach encourages children to actively participate in learning, and helps them internalize cultural and moral values that are crucial in their character development. This kind of culture-based learning allows children to learn in a context that is more relevant to their daily lives, which ultimately reinforces the social and moral values they adhere to.

This research shows that *Pappasang Ri Kajang* has a significant influence in teaching moral values until early childhood. Values such as honesty, respect, and responsibility contained in *pappasang* are able to provide a strong moral foundation for children through a learning approach based on local wisdom. *Pappasang* is not only part of the oral tradition but also an effective instrument of character education (Argariawan, 2018). In *Kajang* society, *pappasang* serves as a guideline for life that emphasizes the importance of ethics in social interaction. This research is consistent with the findings of Alimuddin and Sakka (2021), who stated that learning based on local culture such

23 as *Pappasang Ri Kajang* can increase the internalization of moral values. In the context of early childhood education, this approach allows children to learn morality through stories, role-playing, and other interactive activities based on culture. For example, mappatabe-based learning (the tradition of asking permission) helps children understand the importance of being polite and respectful of others (Rahma, 2023).

5. Conclusion

30 The results of this study show that the application of *Pappasang Ri Kajang* has a significant impact on improving the moral values of children aged 5-6 years. Improved capabilities are seen in three main aspects: recognizing problems, finding solutions, and evaluating outcomes. This *Pappasang Ri Kajang* performance not only trains children's moral values, but also builds politeness and the ability to work together. The results of this study support the theory of experiential learning and are relevant to be applied in early childhood education as an effective alternative to non-conventional learning. However, further research with correct experimental design and a larger sample is recommended to strengthen the validity of the results. The results of this study support the theory of experiential learning and are relevant to be applied in early childhood education as an effective alternative to non-conventional learning. However, this study has some limitations that can be corrected in future research. One of the factors that affect the generalization of results is the limited number of study subjects. The study also focused on a specific age range, so the results may not be representative of early childhood outside of that range. To find out the changes that occur over time, further observations are needed to determine the long-term impact of the application of *Pappasang Ri Kajang* on early childhood moral values. In the future, overcoming these limitations will improve the quality of research and increase understanding of how effective *Pappasang Ri Kajang* is in improving early childhood moral values. To evaluate the impact on a more diverse early childhood population, further research can expand the age range of participants. The variety of design of *Pappasang Ri Kajang* can also be adjusted to better suit the nature of the subject being studied.

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