

# Moral Dilemma Story Design Based on The Local Wisdom of the Sundanese to Develop Moral Judgement

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**Abstract.** The research aims to obtain a comprehensive description of the moral dilemma story based on the local wisdom of the Sundanese. This research is based on product development using internal stories of moral dilemmas based on Sundanese local wisdom by expert judgment, the expert judgment who validates the moral dilemma story based on Sundanese local wisdom includes experts in the field of moral dilemma story writing, experts in the Sundanese field, and experts in the field of basic education especially in the child psychology development of elementary school age. The research used the development method (Development Research) using the 4D model development approach (4-D model). The results of this research produced the story product of moral dilemma based on Sundanese local wisdom to develop moral judgment of elementary school students.

**Keywords:** *Moral Dilemma Story, Sundanese Local Wisdom*

## 1. INTRODUCTION

A moral dilemma story is a short narrative story consisting of three main parts, which are introduction, sentence of conflict and ended by a dilemmatic sentence [1] - [2]. Some researches put a moral dilemma story as a part of cognitive moral learning model which is developed by Kohlberg [3], such as the moral dilemma story into learning media [1] and becomes part of the syntax of moral cognitive learning models [4] - [5]. In addition to be a media and part of the syntax of learning models, moral dilemma story can be a teaching materials which are used by teachers in the classroom. This teaching material is used in several subjects or themes in elementary schools. This thing is easily adjusted because the story of the moral dilemma can be made by the teacher with a variety of stories tailored to the learning objectives.

In this era of industrial revolution, global thinking does not have to make things always imitate the west. Bringing up local potential becomes its own advantages to be a pride. So that Indonesia as the multicultural country can show its character as a nation which is independent and rich in culture. As one example of the moral dilemma story made by teachers based on Sundanese local wisdom.

Sunda is known as Tatar Pasundan covers the western part of the Java island where most of its territory is in the provinces of West Java and Banten [6]. The Sundanese people in this research is referred to the Sundanese part of Ciamis, West Java. Some of the Sundanese people cultures are language, traditional clothing, typical food, kinship systems, traditional houses, arts, traditional games and others. The cultural potential that exists in Sundanese society can be developed into an interesting story for elementary school students. Remembering that the elementary school students are at a concrete operational stage [7], the moral dilemma story presented will be meaningful if it is related to the activities of everyday students or the things that are directly in touch with the lives of students. Every culture has meaning or value in it [8], so when Sundanese culture is made into material to become a story, the story will indirectly contain meaning.

Besides containing meaning, some stories also contain moral messages, including the moral dilemma story. The content of character that is the core value in the moral dilemma story based on Sundanese local wisdom is honest and brave. The character is in accordance with the character of the Sundanese people in the view of the Portuguese in Suma Oriental [9]. The packaging of moral dilemma stories is presented by adjusting to the developmental characteristics of the elementary school students, such as the advisability of reading content, understanding the story contents, to the story advisability as a moral dilemma story based on the local wisdom of Sundanese people.

The moral dilemma story based on Sundanese local wisdom can be used as teaching material for classroom learning. Some of the nurture effects are as a matter of moral discussion, as a media for knowing the students' moral judgment abilities, to the materials for training students' moral sensitivity. But in this research, it will only be limited as a moral dilemma story design based on Sundanese local wisdom that has been validated by expert judgment for elementary school students.

## **2. RESEARCH METHOD**

The research used the development method (Development Research) using the 4D model development approach (Four-D model). The stages of the development model include the defining stage, the design stage, the development stage and the determination stage. The stages carried out in this research only reached the stage of development. "Educational Research and Development is a process used to develop and validate educational products" [10]

The defining stage begins when defining moral dilemma story based on Sundanese local wisdom. At this stage the literature study was carried out as a preliminary study. Various references from books or journals are designed as a review literature.

At the design stage, starting from the elements that must exist in the moral dilemma story based on the Sundanese local wisdom, including the story planning to be presented. At this stage, the story theme selection of the Sundanese local wisdom includes the honest character in the moral dilemma story with the Sundanese food theme. While the brave character is in the theme of *kaulinan barudak*. In addition, at the design stage for the product, the design of instruments for product feasibility testing was prepared by planning a number of assessments to validate the story of moral dilemma to the experts judging that had been planned. The expert judgment who validates the moral dilemma story based on Sundanese local wisdom includes experts in the field of moral dilemma story writing, experts in the Sundanese field, and experts in the field of basic education especially in the child psychology development of elementary school age.

The last stage is the development stage. At this stage the moral dilemma story based on Sundanese local wisdom was developed in accordance with improvements and input from the expert judgment until the assessment format meets 90%. In the end, the development of moral dilemma story based on Sundanese local wisdom has been made in accordance with the developmental stages of elementary school age students.

The elementary school students in question are high-class students, between grade IV to class VI students or children aged 10-12 years. In addition, it is necessary to review the curriculum or syllabus of high-class students in elementary school. This adjustment is so that the teaching material is in accordance with the content competence and basic competence.

### 3. RESULT AND DISCUSSION

The moral dilemma story based on Sundanese local wisdom is divided into several parts. The first part is the title, the second part is the introduction, the third part is the conflict sentence and the fourth part is the dilemmatic sentence.

The moral dilemma story has principles, including 1) The sentence is to the point, 2) It has the right value between two dilemma choices at the end of the dilemma sentence, 3) The choice is balanced. [2]

**Table 1.** Development of a moral dilemma story design based on the local wisdom of the Sundanese people.

Title	<i>Ksatria Gatrik</i> (Brave Value)
<b>Introduction</b>	Asep and his friends are playing <i>gatrik</i> . The game was divided into two large groups. The first group is Asep while the second group is Dani.
<b>Conflict</b>	When Asep's group was on guard, suddenly his brother approached and asked to go home because uncle had arrived home from the city.
<b>Dilemmatic part</b>	If you become Asep, what will you do? asking permission from Brother to continue playing <i>gatrik</i> with friends until it's finished? or say goodbye to friends to go home to see uncle?

The moral dilemma story above takes the theme *kaulinan barudak* namely *Gatrik*. The core value in this story is brave. Although *gatrik* games are not explicitly explained in the story because of the limited focus of the moral dilemma story, it is brief and to the point, but the *gatrik* game is one of the games from the Sundanese people[11]. So the stage of introducing a game called *gatrik* to children has been carried out. In addition, Sundanese people, especially children, often play *gatrik* in the afternoon. Such direct experience is expected to be able to equalize the same area of student experience based on everyday experience.

In the introduction part, Asep and Dani were introduced. The name Asep and Dani was chosen because that names are often used in Sundanese people. As well as playing in groups become the characteristic of the game in Sundanese.

In the conflict part, it tells about uncle Asep who arrived home from the city. The tradition of wandering and returning home as well as hospitality is one of the cultures in Sunda[12]. So

this moment is no stranger to children. When they come from the city, they often bring souvenirs; it becomes a special attraction to immediately approach them who come from the city. So this event adds value to the dilemma for the next sentence.

The last is the part of the dilemmatic sentence. In this last sentence, the dilemma which is presented must be balanced and not right or wrong, but both are true. Because the essence of what is seen from the child's choice is the reason behind that choice. [4]-[13]-[14]-[1]- [2]. The reasons behind child's choice can be discussed further in further research as part of evaluating to moral dilemma story or students' moral judgment abilities.

The final dilemmatic sentence is the culmination of a moral dilemma story, there has typical words in the form of a question "if you become ....", this sentence will lead the reader to feel and enter as a character [15]-[16]

**Table 2.** Development of a moral dilemma story design based on the local wisdom of the Sundanese people.

Title	<i>Comro</i> (Honesty Value)
<b>Introduction</b>	Euis and Imas are sisters. They are helping their mother making a comro in the kitchen. <i>Comro</i> is made for mother's guests who will come in the next hour.
<b>Conflict</b>	While helping Mother, Imas said goodbye to play with her friend and she brought some comros when the mother is picking up the phone and not in the kitchen.
<b>Dilemmatic part</b>	If you become Euis, what will you do when mother returns to the kitchen? Will you say that Imas brought some <i>comros</i> to play with her friends? Or just stay quiet because mother didn't ask?

The second moral dilemma story raises the theme of typical Sundanese food, namely *Comro*, an acronym from *oncom di jero* (oncom inside). This food is often found in Sundanese street food. Even the Sundanese people can make this food at home. *Comro* is food from cassava which is shredded and then shaped round like cake in general only on the inside is filled by *oncom* then fried and served [17] In this second moral dilemma story, the core value is honesty.

Women's names in Sundanese such as Euis and Imas are used in this second story. Cooking activities in the kitchen with Mother is a habit that is often done by girls in Sundanese society. So that children have their own experience when reading the story. In addition, a moment was made that the guest would be arriving, so they prepared food. This thing is also common when someone arrives, then they prepare snacks to eat together or it's usually called *bancakan*.

In the sentence of conflict, an ordinary child experiences a dilemma between helping her mother or playing with a friend. It provides reinforcement to bring about an equal dilemma between talking to mother because her sister chooses to play and bring some comro or just keep silent because the mother didn't ask.

Same as the first story, the two choices are not wrong or right. But both are correct. Because what is seen is the reason behind that choice. As well as adding a typical sentence "if I become ...." To position as a character in the story.

From the two stories above, students will be trained to read reading maps such as improving thinking skills. Rahman said that revealed that "Students will realize that reading texts can improve critical thinking"[18]. This can balance the needs in 21<sup>st</sup> century learning. In 21<sup>st</sup> century learning, there are pre-conditions students must be able to read first. Because reading is the main gate to know and understand. Innovative models, media and teaching materials can improve students' reading skills [19]. So that to understand the contents of the story the students' moral dilemma is easy to understand.

#### 4. CONCLUSIONS

The moral dilemma story based on Sundanese local wisdom for elementary school students is the design of teaching materials in the form of a moral dilemma story which tells about activities or culture in Sunda, such as *kaulinan barudak* which contains brave values and typical Sundanese food contains honesty values. This story is the development of a moral dilemma story which is developed from the cognitive moral learning model by Kohlberg.

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