

The Influence of Moral Stories on the Children's Giving

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Abstract—This study aims to determine the effect of moral stories on the planting of giving behaviour to children. This study uses a quantitative approach in the form of Quasy Experiment. The study population was all children of Kemala Bhayangkari 3 Kindergarten in Padang and research samples, namely class B3 and class B6 were 15 children each with the sampling technique of Cluster sampling. Data collection techniques using the test of action, in the form of statements as many as 4 items of statements and data collection tools used statement sheets. Then the data is processed with a difference test (t-test). Based on the results of data analysis, the average value of child giving behaviour in the experimental group with storytelling (85.83) was compared to the control class with story reading (80). Based on the t-test calculation, it is found that t count greater than t table shows that there is a significant effect on the planting of child giving behaviour. Thus, it can be concluded that the moral story by doing story telling affects the planting of giving behaviour to children.

Keywords—giving, moral stories, childhood

I. INTRODUCTION

Humans are social beings. Humans need other people in carrying out life. Humans tend to do voluntary actions to help others without expecting anything in return [1], [2], [3]. They take prosocial actions without expecting benefits for themselves, even prosocial actions using personal costs. Humans have been shown to have hypersocial from an early age [4], [5], [6], [7], [8]. Young children expressed concern when others were in trouble Zahn *et al.*, in [9], showing understanding that others needed help, and spontaneously provided assistance [10], [3].

At present there are many studies in developmental psychology about the factors that motivate children to engage in prosocial actions [11]. Prosocial behaviour such as helping and giving is very interesting cognitive and [10]. Give behaviour is one of social behaviours that can foster awareness and cooperation in social interaction [12]. Giving behaviour can be started from sharing food, sharing toys with friends, to giving donations to those in need, both personally and to charities. Give behaviour needs to be stimulated because early childhood is the most important time to foster justice and care [13]. Pre-schoolers are easier to share with friends they know, but not easy to give when recipients are strangers [14].

Give behaviour is distinguished by several dimensions, namely anonymity (both the giver or recipient), the level of the recipient's needs, costs, and the level of reciprocity in the relationship between the giver and recipient [15]. Research on giving behaviour to children has been done by using

dictatorial games where a player chooses how much resources will be given to other anonymous. Sharing is completed privately and there is no opportunity for recipients to respond, replying to the gift [16]. In this way, sharing in dictatorial games is anonymous, has no reciprocity, and is expensive (the resources shared are usually chosen so that they are valuable to the giver and there is no chance for the items given to be returned).

Although previous research has conducted research on giving behaviour to children by using dictatorial games, but they keep the recipient (anonymous) secret, there is no reciprocity, the level of recipient needs is unknown and the costs are valuable and expensive to the giver. Sedangkan in this study, the researchers will conduct research using different methods to inculcate attitudes of giving in children, namely by using a moral story. In this study will be seen how the attitude of giving children when they know and know the recipient (not anonymous), the level of the recipient's needs are known, the cost or resources in giving is not expensive and the recipient can reciprocate the gift. The purpose of this study is to determine the extent to which moral stories can influence the behaviour of giving children.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the material and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

Storytelling has an important role in stimulating aspects of child development. Storytelling can be used to teach and educate children. Storytelling is the ideal method to teach children valuable lessons about life because interesting stories can attract children's attention. Storytelling is an activity carried out by someone verbally to another person with teaching aids or without tools about what must be delivered in the form of messages, information or just a fairy tale to be heard with a sense of fun, therefore the person who presents the story must convey it with interesting.

According to supporters of traditional character education, reading moral stories is one of the pillars of moral education. Bennett and others argue that exposure to moral stories has a formative impact on moral character. The declinists highlight the importance of inspiring books and benevolent stories because these texts contain the motivation and aspirations of moral heroes who face various moral conflicts [17]. By reading these texts,

children learn traditional moral values and find a hero to imitate. Great literature creates empathy and shared values, and is able to show the nature of moral and immoral character [18]. For this reason the story has been told from generation to generation and continues to be used to teach moral values to children, such as giving.

Moral stories are a means of communicating lessons about the consequences of certain behaviours and emphasizing virtuous behaviour. From an early age, children are introduced to many traditional tales that serve as tools to convey cultural values [19], [20]. By reading moral stories, a child learns how important it is to "live" with virtue and gain a deeper understanding of moral life [21]. Storytelling is increasingly recognized as an important theoretical and practical implication. Bielaczyc and Collins [22], determined that storytelling has many uses in children's education. He concluded that stories provide a conceptual framework for thinking, which allows children to form experiences into a whole that they can understand. Stories allow them to map experiences mentally and see images on their heads; telling traditional moral stories provides an opportunity to think that they can emulate the story.

III. MATERIAL & METHODOLOGY

This section presents the materials used and the proposed methodology.

A. Population

The population in this study were all students at TK Kemala Bhayangkari 3 Padang with a total of 101 children. The sampling technique performed in this study is cluster sampling technique. This sample is used if the population is large enough, so it needs to be made in several classes, or groups. The sample participants consisted of 30 children with an age range of 5 to 6 years divided into 15 children for the control class and 15 children for the experimental class.

B. Methodology

This study uses a quantitative approach in the form of Quasy Experiment. The study population was all children of Kemala Bhayangkari 3 Kindergarten in Padang and research samples, namely class B3 and class B6 were 15 children each with the sampling technique of Cluster sampling. Data is a collection of facts, numbers, everything that can be trusted, so that it can be used as a conclusion. The type of data in this study is primary data which is data that is directly obtained from the original data. The data is the value data of the results of the test / observation conducted by the researcher. Data sources are students who are selected as research samples, namely children of B3 and B6 classes.

TABLE 1. DESCRIPTIVE ANALYSIS

		Levene Statistic	df1	df2	Sig.
Giving	Based on Mean	1.691	1	28	.204
	Based on Median	1.651	1	28	.209

	Based on Median and with adjusted df	1.651	1	27,753	.209
	Based on trimmed mean	1.752	1	28	.196

The data analysis technique used in this study is to compare the differences of the two average values, so that it is done by *t*-test. The researcher conducted a descriptive analysis, to find out the amount of data, maximum value, minimum value, average value.

Based on the Table 1 above, before performing the *t* test (*t*-test), first test for normality and homogeneity test. To analyze these differences, it is necessary to test for normality. Normality test is used to find out whether the data to be processed comes from normal distribution data. The technique used to test the normality of the data in this study uses SPSS 20. Then the homogeneity test is used using SPSS 20. If it is known a new normal and homogeneous data is distributed Data analysis is in accordance with the analytical techniques that have been carried out. That is by looking for comparisons using the *t*-test. Test the data that has been obtained with SPSS 20, namely the independent *t* test.

IV. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Result

To draw conclusions from the results of the study, hypothesis testing was carried out using the *t* test. Before conducting the *t* test, the normality test and homogeneity test are carried out on the results of the research. Based on the results of the research that is instilling giving behaviour to children through moral stories in the experimental group and the control group, it was obtained the results that the development of the behaviour of giving children in the experimental group was higher than in the control class.

TABLE II. TEST FOR NORMALITY

Kelas		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Stat	df	Sig.	Stat	df	Sig.
Give to	Pre-test Experiment (Storytelling)	.203	15	.095	.889	15	.064
	Post-test Experiment (Storytelling)	.202	15	.101	.885	15	.056
	Pre-test Control (Story reading)	.153	15	.200*	.902	15	.103
	Post-test Control (Story reading)	.187	15	.169	.913	15	.149

Based on the Table II data above it is known the significance value (Sig.) For all data both kolmogorov-smirnov test and shapiro-wik test > 0.05 , then It can be concluded that the research data is normally distributed. Because the data is normally distributed, it can use paired sample t test and independent sample t test to analyze the research data. Paired sample t test is used to determine whether there are differences in the average of the two samples.

Based on the Table III below, data obtained by the Sig pair 1. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average behaviour of giving children to pre-test the experimental class with the post-test experimental class. Based on data pair 2, the Sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average learning outcomes of children for the pre-test control class with the post-test control class. Based on data pair 1 it can be concluded that there is an influence of moral stories by using story telling on the development of the attitude of giving children.

TABLE III. PAIRED SAMPLE TEST TEST

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
Pre-test Experiment	15	63	81	71.67	6.626
Post-test Experiment	15	75	94	85.83	6455
Pre-test Control	15	56	81	68.75	9149
Post-test Control	15	69	94	80.00	8583
Valid N (listwise)	15				

The second requirement test is homogeneity testing. This test aims to determine whether the data comes from a homogeneous group, between the experimental group and the control group.

TABLE IV. HOMOGENEITY

<i>Paired Samples Test</i>									
		<i>Paired Differences</i>					<i>t</i>	<i>df</i>	<i>Sig. 2-tailed</i>
		<i>Mean</i>	<i>Std. Dev.</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
					<i>Lower</i>	<i>Upper</i>			
<i>Pair 1</i>	<i>Pre-test Experiment</i>	-	6.4	1.6	-	-	-	1	.000
	<i>Post-test Experiment</i>	14.167	55	67	17.741	-10.592	8.5	4	
<i>Pair 2</i>	<i>Pre-test Control</i>	-	4.8	1.2	-	-	-	1	.000
	<i>Post-test Control</i>	11.250	41	50	13.931	-8.569	9.0	4	

TABLE V. INDEPENDENT SAMPLE T TEST TEST

<i>Independent Samples Test</i>										
		<i>Levene's Test for Equality of Variances</i>								
		<i>F</i>	<i>Sig.</i>	<i>t-test for Equality of Means</i>						
				<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>	
<i>Give to</i>	<i>Equal variances assumed</i>	1.691	.204	2.104	28	.045	5.833	2.773	.153	11.513
	<i>Equal variances not assumed</i>			2.104	25.999	.045	5.833	2.773	.134	11.533

Based on the Table IV, it is known that the value of Significance (Sig.) Based on The mean is 0.204 > 0.05 so it can be concluded that the variance of the post-test data of the experimental class and the post-test data of the control class is the same or homogeneous. After testing for normality and homogeneity test, it is known that both classes of samples are normally distributed and have homogeneous variances. Then it can be continued by testing the hypothesis by using an independent test t test.

Based on the Table V, it is obtained value table Sig. (2-tailed) of 0.045 < 0.05, it can be concluded that there is a difference in the average attitude of giving children between storytelling and story reading. It can be seen that there are significant differences for both groups.

In the pre-test, the highest value obtained by the experimental group was 81.25 and the control group was 81.25 and the lowest value for the experimental group was 62.5 and control 56.25, the average value obtained by the child was 71.67 for experimental group and 68.75 for the control group. After the post-test, the value of children increased in both groups. The comparison of the seen values of children in the experimental group developed greater than the control

group, namely the highest score achieved by the children in the experimental group was 93.75, the control group was 93.75 and the lowest value obtained by the experimental group was 75 and control 68, 75. Furthermore, the average value obtained by the experimental group 85.83 while the control 80.

Comparison of the results of the calculation of the pre-test and post-test values seen in the highest value and the lowest value obtained by the child and seen in the average experimental group and control group in the post-test where the post-test averaged, it increased more than the average pre-test after treatment. The comparison of the seen values of children in the experimental group grew larger than the control group, the highest scores achieved by the children in the experimental group. was 93.75, the control group was 93.75 and the lowest value obtained by the experimental group children was 75 and controls 68.75. Furthermore, the average score obtained by the experimental group 85.83 while the control 80.

Based on the above explanation it can be concluded that the development of a sense of giving to children has more influence with storytelling compared to story reading, seen

from the average score achieved children namely the experimental group 85.83 while the control group 80.

V. DISCUSSION

This paper has presented the influence of moral stories on the children's giving. Based on the results of the study it was seen that there was an effect of developing the sense of giving in the experimental group and the control group. In the experimental group showed the development of taste gave children more well developed than the control group. In the pre-test, the average of the experimental group was 71.67 while in the post-test the average experimental group was 85.83. The *t*-test shows the value of Sig. (2-tailed) of 0.045 <0.05, it can be said that H_a 's hypothesis is accepted or H_o is rejected.

Based on this, it can be seen that the treatment given to the experimental group with storytelling more developed the attitude of giving children compared to the control group who used story reading. Significant differences between the development of giving children in the experimental group and the control group indicate that story telling is more influential in developing the sense of giving children.

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