

The Influence of the Moral Reasoning Learning Model on Social Awareness among Fifth-Grade Elementary Students in Cakranegara, Mataram

Ali Suria¹, Khairun Nisa², Asri Fauzi³
^{1,2,3}Universitas Mataram, Nusa Tenggara Barat, Indonesia

Article Info

Article history:

Received 2025-06-08

Revised 2025-07-10

Accepted 2025-07-11

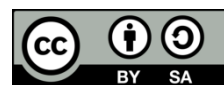
Keywords:

Elementary Education
Learning Model
Moral Reasoning
Quasi-Experimental
Social Awareness

ABSTRACT

This study aimed to assess the effectiveness of the Moral Reasoning learning model in enhancing social awareness among fifth-grade students in Cluster V Cakranegara, Mataram. A quantitative quasi-experimental Nonequivalent Control Group Design was used with 50 purposively sampled students divided equally into experimental and control groups. The experimental group received the Moral Reasoning model, while the control group received the Value Clarification Technique model. Data were collected using observations and a validated social awareness questionnaire. Independent samples t-test results indicated a significant effect of the Moral Reasoning model on students' social awareness ($p = 0.048$, $t = 2.030$). However, normalised gain analysis showed minimal improvement (mean N-Gain = 0.015), indicating a low increase. This suggests that despite its statistical significance, the model's practical effectiveness in substantially enhancing students' social awareness remains limited. Implementation challenges included uneven group participation and insufficient depth of moral reflection. These findings imply that although the Moral Reasoning model has potential as an instructional strategy, effective facilitation and sufficient time allocation are essential to achieve meaningful outcomes. Further research with longer intervention periods and improved facilitation strategies is recommended to optimise its impact on fostering social awareness in elementary education.

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Ali Suria

Faculty Teacher Training and Education. University of Mataram

Email: alisuria666@gmail.com

1. INTRODUCTION

Character education is an essential pillar within Indonesia's education system, where all subjects, including Civics Education (PPKn), are integrated. PPKn, as a subject emphasising Pancasila values, aims to build students' character and national identity based on national values, encompassing religious, honest, intelligent, resilient, democratic, and

caring attitudes [1]. Therefore, PPKn holds a strategic position in shaping future generations with noble character. In the context of modern education, the role of character education is becoming increasingly crucial amidst rapid social and cultural changes brought about by digitalisation. The moral and ethical challenges faced by the younger generation are becoming more complex, making it important to integrate character education effectively into the curriculum to shape individuals who are not only academically excellent but also possess integrity, empathy, and social awareness. Inadequate character education can lead to a decline in students' ethics and morals, resulting in a lack of values aligned with prevailing norms [2], [3].

Social awareness is one of the fundamental aspects of social life, including the ability to understand and respond to others' needs. Kardinus [4] emphasises that social awareness is a fundamental value and attitude that demonstrates care and active actions towards situations in the surrounding environment. According to Saraswati et al. [5], social awareness is a feeling that arises in a person, such as the desire to help directly or indirectly. This aligns with Adler's statement in Abida et al. [6], which explains that social awareness is an attitude related to humans in general, taking the form of empathy towards all members of the human community, manifested as cooperation with others for collective progress rather than personal gain. This attitude must be developed early in elementary school to prevent negative behaviours such as indifference, arrogance, individualism, and lack of empathy. Instilling social awareness is important because humans, as social beings, cannot live alone, and sensitivity to others will greatly benefit children in the future. Ningsi et al. [7] underline that the most appropriate time to train and teach social awareness is during the learning process at school. Thus, schools have a strategic role in fostering students' social awareness from an early age.

As educational institutions responsible for instilling character education, elementary schools have a significant task in nurturing social awareness and values from the beginning of students' schooling [8]. However, field reality shows a phenomenon of diminishing social awareness values among students. Admizal et al. [9] highlight the prevalence of student fights, impolite behaviour, lack of care towards friends, minimal social interactions such as greeting teachers and peers, and so on. These phenomena indicate the weak implementation of character education in elementary schools. This indicates that character education, especially social awareness values, is urgent for elementary schools.

Interviews conducted by researchers with fifth-grade homeroom teachers in Cluster V Cakranegara revealed that the awareness of fifth-grade students in helping friends in need is still relatively low. This is indicated by minimal interactions among students and a lack of willingness to interact with friends from different villages. Cases such as reluctance to lend stationery, unwillingness to clean the classroom without being reminded by the class leader, and bullying behavior towards friends of different religions reflect students' lack of social awareness, especially concerning collective interests. These findings suggest that many aspects of social awareness still need to be improved through appropriate learning strategies.

In addition to the problems above, the learning process at school is also not optimal. Students are often less active in civics classes because they perceive it as focusing only on memorisation and lacking an emphasis on reasoning. This results in declining interest in PPKn. The monotonous learning models, such as direct instruction, and teachers' minimal use of learning media, further exacerbate this condition. Researcher observations at SDN 29 Cakranegara confirmed several phenomena such as indifference, lack of helpfulness, bullying behaviour, and ignorance towards friends' problems, significantly worsening social awareness. This condition shows the need for innovative learning models to increase students' activity and social awareness. Students' care for their environment is one of the important indicators of character education.

This study proposes using the Moral Reasoning Learning Model to improve students' social awareness. Moral reasoning arises when a person faces a problem, whether an event or situation related to a moral dilemma, leading them to assess the goodness or badness of a decision [10]. This model focuses on actions that evaluate what is good or bad through reasoning processes [11]. The Moral Reasoning model provides an open space for students to discuss actions and evaluate their moral implications, thereby increasing the intensity of student interactions. Based on these definitions, it can be concluded that Moral Reasoning is a conscience possessed by someone in weighing behaviours, actions, and deeds to determine whether they are good or bad. This aligns with Setiawan et al.'s [8] findings that moral dilemma learning models positively impact social awareness because they provide students with opportunities to explore societal issues and, with teacher guidance, become more sensitive to social changes around them. Therefore, this model is relevant for application in civics education in elementary schools.

Based on various perspectives, social awareness can be measured through several key indicators. According to Sukmawati et al. [12], indicators of social awareness include helpfulness, sympathy and empathy, tolerance, and cooperation. Helpfulness refers to actions to assist others directly (energy, time) or indirectly (money) to reduce their burden, in line with the nature of humans as social beings [13]. Sympathy and empathy involve the ability to understand and appreciate others' feelings from their point of view, manifested in words and actions [14]. Tolerance is respecting differences regardless of religion, ethnicity, race, group, opinions, or others' actions [15]. Meanwhile, a group cooperates to achieve common problem-solving goals [16]. These indicators are the basis for measuring learning outcomes that emphasise social awareness.

The Moral Reasoning learning model has several significant advantages that support student development. According to Arifin et al. [17], this model encourages students to collaborate and deliberate, creates an enjoyable learning environment, and increases their proactivity during the learning process. Additionally, this model effectively trains students to think critically when faced with concrete problems in daily life. However, despite its effectiveness, the model has drawbacks, such as discussions taking a long time due to differing opinions and the potential lack of classroom conduciveness during group learning. Therefore, effective classroom management strategies are needed to maximise the strengths of this model.

This study is very important because of the urgency of forming intellectually intelligent and socially aware generations and the lack of students' social awareness in making morally based decisions when facing social issues. Through this research, it is expected that effective solutions for instilling students' social awareness can be found. Integrating the Moral Reasoning learning model is expected to train students to think critically, develop empathy, and act based on good morals. Based on the explanation above, the research problem formulation in this study is: Does the Moral Reasoning learning model influence the social awareness of fifth-grade students in Cluster V Cakranegara? Therefore, the researcher is interested in conducting this study to answer these questions with the title "The Effect of the Moral Reasoning Learning Model on the Social Awareness of Fifth-Grade Students in Cluster V Cakranegara" as an effort to address the problem. This research is expected to contribute to developing more effective and meaningful Civics Education learning.

2. METHOD

This study adopted a quantitative approach with a quasi-experimental design, specifically the Nonequivalent Control Group Design. This design involved two study groups: an experimental class and a control class, which were selected non-randomly. The experimental group of 25 fifth-grade students at SDN 29 Cakranegara received treatment using the Moral Reasoning learning model. Meanwhile, the control group, comprising 25 fifth-grade students from SDN 33 Cakranegara, was taught using the Value Clarification Technique (VCT) learning model. This research was conducted in May 2025. The independent variable in this study was the Moral Reasoning learning model (X), and the dependent variable was students' social awareness (Y). This methodological framework was designed to test the effect of the learning intervention in a controlled setting.

To collect social awareness data, the researchers used a non-test questionnaire with a Likert scale ranging from one to five, which was validated by two expert judgments in accordance with their respective fields. The collected data were then analysed using various statistical techniques. The analysis prerequisites included the normality test (Shapiro-Wilk) and the homogeneity test (F-test). Furthermore, a hypothesis test was conducted using the independent sample t-test to determine the effect of the treatment, with the acceptance criterion for the alternative hypothesis (H_a) being a significance value ≤ 0.05 or a t-value greater than or equal to the critical t-table value. In addition, a Normalised N-Gain test was used to measure the magnitude of improvement in social awareness resulting from the intervention. All research procedures were conducted with the school's approval and consent from students' parents.

Table 1. Nonequivalent Control Group Design

Group	Pre-test	Treatment	Post-test
Experimental Class	O1	X	O2
Control Class	O3	X1	O4

Description [18]:

- X : Treatment using the Moral Reasoning learning model
- X1 : Treatment using the Value Clarification Technique learning model
- O1 : Pre-test for the experimental class
- O2 : Post-test for the experimental class
- O3 : Pre-test for the control class
- O4 : Post-test for the control class

3. RESULTS AND DISCUSSION

3.1. Results

This section presents the data obtained during the implementation of the research, including a description of the implementation process, data on the implementation of the learning model, social awareness data, and the results of prerequisite analyses and hypothesis testing.

Description of Research Implementation

This study was conducted in the even semester of the 2024/2025 academic year at SDN 29 Cakranegara (experimental class) and SDN 33 Cakranegara (control class). The sample was determined using purposive sampling, involving all fifth-grade students from both schools, with 25 students in each group. The researcher observed implementing the learning model with the fifth-grade homeroom teacher at SDN 29 Cakranegara as an observer.

The treatment in the experimental class (Moral Reasoning Model) was carried out over four meetings, starting on May 12, 2025, with a pre-test and the first treatment, and ending with a post-test on May 21, 2025. Meanwhile, the control class (Value Clarification Technique/VCT Model) conducted a pre-test on May 17, 2025, had two treatment sessions on May 20 and 22, 2025, and completed the post-test on May 24, 2025. These schedules ensured comparability of data collection across groups.

Learning Model Implementation Data

Observations of implementing the Moral Reasoning learning model in the experimental class showed improvements in each meeting, as shown in Table 2. In the first meeting, the implementation reached 65% (categorised as Fair), increasing to 80% (Good) in the second meeting, 82.5% (Good) in the third meeting, and 85% (Good) in the fourth meeting. The average implementation rate of the Moral Reasoning learning model was 78.125%, categorised as Good. These results indicate that the learning model was implemented effectively with increasing consistency.

Table 2. Observation Results of the Moral Reasoning Learning Model Implementation

No	Steps	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	The teacher divides students into balanced and clear groups.				
2	Each student joins their respective group.				
3	The teacher presents moral dilemma stories about Sasak culture, such as nyongkolan, bau nyale, rebo bontong, and traditional clothing.				
4	The teacher explains the objectives and meaning of the moral dilemma to be discussed.				
5	Students discuss actively in groups and analyse the moral dilemma.				
6	Students respect and listen to their peers' opinions.				
7	Each group presents discussion results clearly and structurally.				
8	The teacher provides feedback on students' solutions and the values presented.				
	Total	26	32	33	34
	Percentage	65%	80%	82.5%	85%
	Category	Fair	Good	Good	Good
	Average	78.125% (Good)			

Social Awareness Data

Social awareness data were measured using a non-test questionnaire. The average pre-test score for the experimental class was 81, with a post-test average of 84.2. Meanwhile, the control class showed a pre-test average of 90.2 and a post-test average of 91.6. These data are summarised in Table 3.

Table 3. Pre-test and Post-test Social Awareness Scores for Experimental and Control Classes

No	Group	Lowest Score	Highest Score	Total Score	Average
1	Experimental Pre-test	52	90	1863	81
2	Control Pre-test	73	94	2076	90,2
3	Experimental Post-test	62	90	1937	84,2
4	Control Post-test	40	95	2108	91,6

Prerequisite Analysis Test Results

Normality Test

The normality test results using Shapiro-Wilk (Table 4) showed that the pre-test and post-test data in the experimental and control classes had significance values > 0.05 , indicating that the data were normally distributed. This allows for further parametric analysis.

Table 4. Normality Test Results for Pre-test and Post-test Social Awareness

Group	Statistic	Shapiro-Wilk	
		df	Sig.
Social awareness test results	.966	23	.583
	.918	23	.060
	.940	23	.181
	.951	23	.306

Homogeneity Test

The homogeneity test (Hartley test) in Table 5 showed a significance value of 0.097 (> 0.05), indicating that the variances of the two groups were homogeneous. Thus, the prerequisite analysis was met, and the data were suitable for hypothesis testing.

Table 5. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Social awareness questionnaire results	<i>Based on the Mean</i>	2.934	5	7	.097
	<i>Based on the Median</i>	2.225	5	7	.163
	<i>Based on Median and with adjusted df</i>	2.225	5	2000	.339
	<i>Based on the trimmed mean</i>	2.891	5	7	.099

Hypothesis Test

The hypothesis test using the Independent Samples Test (Table 6) showed a significance value (Sig. 2-tailed) of 0.048, smaller than the significance level of 0.05. Additionally, the t-count value = -2.030 (absolute value 2.030) was greater than the t-table value = -2.015 (absolute value 2.015). Based on these criteria, the Null Hypothesis (H0) was rejected, and the Alternative Hypothesis (Ha) was accepted. The Moral Reasoning learning model significantly affected students' social awareness. However, the negative mean difference (-7.43478) shows that the experimental group's post-test average was lower than the control group's.

Table 6. Hypothesis Test Results

<i>Independent Sample Test</i>									
	Sig	T Table.	T Count	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
<i>Equal variances assumed</i>	.973	-	-	44	.048	-7.43478	3.66188	-	-
		2,015	2.030					14.81481	.05475
<i>Equal variances not assumed.</i>		-	-	41.935	.049	-7.43478	3.66188	14.82514	-
		2,015	2.030						.04443

N-Gain Test

The N-Gain test results (Table 7) showed an average N-Gain score of 0.015, which falls into the low category. Overall, improving students' social awareness after applying the Moral Reasoning learning model was not substantially significant or effective. Although the hypothesis test showed a statistically significant effect, the N-Gain indicates that the magnitude of this improvement remains small.

Table 7. N-Gain Test Results

Student	Pre-test Score	Post-test Score	Maximum Score	N-Gain	Category
Student 1	56	69	110	0.240	Low
Student 2	75	66	110	-0.257	Low
Student 3	74	75	110	0.027	Low
Student 4	90	93	110	0.150	Low
Student 5	52	69	110	0.293	Low
Student 6	71	74	110	0.076	Low
Student 7	79	94	110	0.483	Medium
Student 8	100	100	110	0.000	Low
Student 9	85	91	110	0.240	Low
Student 10	92	95	110	0.166	Low
Student 11	88	97	110	0.409	Medium
Student 12	92	87	110	-0.277	Low
Student 13	70	83	110	0.325	Medium
Student 14	98	87	110	-0.916	Low
Student 15	84	75	110	-0.346	Low
Student 16	85	82	110	-0.120	Low
Student 17	84	87	110	0.115	Low
Student 18	93	62	110	-1.823	Low
Student 19	92	94	110	0.111	Low
Student 20	81	97	110	0.551	Medium
Student 21	65	89	110	0.533	Medium
Student 22	87	88	110	0.043	Low
Student 23	70	83	110	0.325	Medium
Total				0.015	Low

Of the 23 students analysed, only 5 (approximately 21.7%) showed improvements in the medium category (N-Gain values between 0.3 and 0.69). The majority, namely 18 students (approximately 78.3%), were in the low category, and some even showed negative N-Gain values (indicating a decrease in social awareness) such as Student 2 (-0.25), Student 12 (-0.27), Student 14 (-0.91), Student 15 (-0.34), and Student 18 (-1.82). These findings suggest further intervention improvements to maximise the model's effectiveness.

3.2. Discussion

This study aimed to examine the effect of the Moral Reasoning learning model on the social awareness of fifth-grade students. The experimental class used the Moral

Reasoning model, while the control class used the Value Clarification Technique (VCT) model. These two models were compared to evaluate their effectiveness in fostering student social awareness.

The observation results showed that implementing the Moral Reasoning model improved consistently from the first meeting (65%, Fair) to the fourth meeting (85%, Good). Overall, the model was implemented well (average 78.125%). The group division stage was effective, with students actively forming groups and interacting. Adjustments to group homogeneity in the second meeting (based on the homeroom teacher's suggestions to balance male students) were also implemented well, supporting the goal of increasing participation and cooperation [19]. The presentation of moral dilemmas through documentary videos on Sasak local wisdom (Nyongkolan, traditional clothing, Bau Nyale, Rebo Bontong) was also very effective in arousing students' interest and attention. This dynamic audio-visual media successfully provided contextual and concrete information, aligning with Khoiriyah et al.'s [20] findings that documentary media enhances concept understanding through engaging visual presentations.

However, despite the generally exemplary implementation, there were significant obstacles during the moral dilemma discussion stage. Some group members tended to dominate the discussion, limiting other members' opportunities to express ideas and develop moral reasoning, such as empathy and tolerance. This was exacerbated by the diverse characteristics of students, where some tended to play or disturb other groups, disrupting focus. Additionally, there was a lack of deep reflection, as students' answers were often brief and repetitive without demonstrating deeper thinking related to the issues. These challenges indicate that although the model was applied, the quality of interaction and depth of thought during discussions were not optimal. In the evaluation phase, other groups listened and asked questions, indicating positive signs in increasing student activity during presentations [21]. However, in the first meeting, the evaluation could not be done optimally due to time constraints and technical issues.

A similar phenomenon of discussion challenges was also observed in the control class using the VCT model. Although students were quite enthusiastic, the dominance of certain group members, lack of participation, and shallow discussion depth became obstacles. This was evident from the short answers in the worksheets and the need for further guidance from teachers to formulate explicit and personal value statements. This aligns with Tyas et al.'s [22] findings that value clarification requires guidance to identify values to foster positive character traits such as social awareness.

Although general observations showed that the implementation of the Moral Reasoning model was categorised as "Good" and the hypothesis test showed a statistically significant effect (Sig.<0.05 and t count > t table) of the Moral Reasoning model on students' social awareness, the N-Gain test results provided a different perspective. The average N-Gain of 0.015, categorised as low, indicates that improving students' social awareness was ineffective. Most students (18 out of 23) were in the low N-Gain category, with some showing negative N-Gain values, meaning their social awareness decreased after the intervention.

The contradiction between the hypothesis test results (significant effect) and the N-Gain test (low substantive improvement) requires attention. The statistical effect indicates that the Moral Reasoning model had a measurable impact, but its magnitude was not strong enough to produce meaningful improvements for most students within the given intervention period. This suggests that although the model has potential (as shown by studies by Saragih et al. [23] and Purnomo et al. [24], on character and critical thinking improvement), its field implementation still faces challenges that hinder its optimal impact on social awareness. Obstacles in discussions, such as dominance and lack of deep reflection, may be key factors preventing the transfer of cognitive understanding of moral dilemmas into internalised values and significant behavioural changes. Therefore, although there was a statistical effect, social awareness did not substantially improve for most students, indicating the need for improvements in model implementation, particularly in the discussion and facilitation stages.

The findings of this study have important practical implications for teachers and schools in fostering students' social awareness. Although the Moral Reasoning learning model proved to have a statistical effect, the low N-Gain value shows that its implementation was insufficient to produce significant and substantial improvements in students' social awareness. Teachers need intensive and continuous training on effective facilitation techniques, including strategies to encourage participation, manage group dynamics, prompt deeper student reflection, and provide adequate time. Meanwhile, schools need supportive policies that allow teachers to consistently implement innovative models and provide space for teachers to collaborate with various parties to overcome existing challenges. Such systemic efforts are necessary to maximise the potential of the Moral Reasoning model in character education. This study strengthens the findings of Setiawan et al [25] but differs in the magnitude of impact, showing the need to adjust the implementation of moral reasoning at the elementary level.

4. CONCLUSION

This study reaffirms the urgency of character education, particularly social awareness, amid contemporary challenges that threaten students' values of empathy and solidarity, especially at the elementary school level. Civics Education (PPKn) instills Pancasila values and local wisdom. The Moral Reasoning learning model and the Value Clarification Technique (VCT) model have been identified as promising innovative approaches to achieve these objectives. These models provide structured opportunities for students to explore moral and social issues critically.

Implementing the Moral Reasoning model in this study showed good classroom execution, particularly in presenting moral dilemmas through dynamic local wisdom videos. The hypothesis test results showed a statistically significant effect of the Moral Reasoning model on students' social awareness. This indicates its potential as an effective instructional strategy. However, the N-Gain test findings, which showed a low average increase (0.015), indicate that despite the statistical effect, its substantive effectiveness in improving social awareness evenly across all students remains suboptimal. This is further exacerbated by challenges in the discussion process in both groups (experimental and

control), such as the dominance of certain students and a lack of deep reflection, potentially hindering the internalisation of values and the manifestation of the expected social awareness attitudes. Therefore, while the Moral Reasoning model has demonstrated measurable impacts, future implementations must address these challenges to optimise its role in fostering students' character development.

Recommendations

Based on the findings of this study, several recommendations can be proposed to optimise the cultivation of social awareness through the learning model. Teachers need to receive more intensive training on effective discussion facilitation techniques. This includes strategies to ensure equal participation from all students, manage group dynamics dominated by certain students, and encourage deeper reflection and structured arguments. Considering the low N-Gain, the duration and intensity of the intervention also need to be considered for extension so that students have sufficient time to internalise the values.

In addition, integrating supporting activities that specifically train critical thinking skills, empathy, and effective communication as prerequisites can be very helpful before students engage in more complex moral dilemma discussions. Such preparatory activities can build students' readiness and confidence. For a more comprehensive evaluation, it is recommended to use more varied assessment methods, such as reflective journals or behavioural observations, in addition to quantitative questionnaires. Finally, further research is needed to identify specific factors affecting the effectiveness of this model to ensure that efforts to instill social awareness can have a substantial and equitable impact on all students in the future. These recommendations aim to guide educators and policymakers in enhancing character education programs effectively.

REFERENCES

- [1] M. F. J. L. Putri, F. Putriani, H. Santika, K. N. Mudhoffar, and N. G. A. Putri, "Peran Pendidikan Pancasila Dalam Membentuk Karakter Peserta Didik di Sekolah," *Jurnal Kewarganegaraan*, vol. 7, no. 2, pp. 1983–1988, 2023.
 - [2] F. Dewi, "Pembentukan Kepribadian Muslim Perspektif Filsafat Pendidikan Islam," *Journey-Liaison Academia and Society*, pp. 51–61, 2023.
 - [3] Devi Ayu Lestari, Wanda Kholisah, and M. Rifqi Januar Supriyanto, "Pentingnya Etika dan Moral dalam Pendidikan," *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora*, vol. 4, no. 3, pp. 43–49, Jul. 2024, doi: 10.55606/khatulistiwa.v4i3.3878.
 - [4] W. Nong Kardinus, "Implementasi Program Pendidikan Karakter Untuk Membangun Sikap Kepedulian Sosial," *Jurnal Penelitian dan Pendidikan IPS*, vol. 16, no. 1, pp. 31–40, May 2022, doi: 10.21067/jppi.v16i1.6971.
 - [5] A. J. Saraswati, D. Bramasta, and K. I. Eka, "Nilai Kepedulian Sosial Siswa Sekolah Dasar," *Jurnal Riset Pendidikan Dasar (JRPD)*, vol. 1, no. 1, Jul. 2020, doi: 10.30595/v1i1.7583.
 - [6] R. A. A. Abida and I. Sa'idah, "Upaya Meningkatkan Kepedulian Sosial Melalui Simulasi Game Pada Siswa SMK Matsaratul Huda Pamekasan," *Jurnal Bimbingan dan Konseling Borneo*, vol. 3, no. 1, Jun. 2021, doi: 10.35334/jbkb.v3i1.2007.
 - [7] A. P. Ningsi and A. Suzima, "Tingkat Peduli Sosial dan Sikap Peduli Sosial Siswa Berdasarkan Faktor Lingkungan," *Jurnal Pelangi*, vol. 12, no. 1, pp. 9–15, Aug. 2021, doi: 10.22202/jp.2020.v12i1.3337.
 - [8] M. A. Setiawan, R. Vien, and H. Suryono, "Penerapan Model Analisis Dilema Moral Terhadap Sikap Peduli Sosial Siswa Pada Kompetensi Dasar Menampilkan Sikap Positif Berpancasila Dalam Kehidupan Bermasyarakat," *PAEDAGOGIA*, vol. 20, no. 1, p. 88, Dec. 2017, doi: 10.20961/paedagogia.v20i1.16602.
-

- [9] A. Admizal and E. Fitri, "Pendidikan Nilai Kepedulian Sosial Pada Siswa Kelas V Di Sekolah Dasar," *Jurnal Gentala Pendidikan Dasar*, vol. 3, no. 1, pp. 163–180, Jun. 2018, doi: 10.22437/gentala.v3i1.6778.
- [10] B. C. Angeline, S. Muhibah, and A. W. Handoyo, "Pengembangan Modul Photovoice Untuk Meningkatkan Penalaran Moral Siswa," *Jurnal Edukasi : Jurnal Bimbingan Konseling*, vol. 7, no. 2, pp. 148–157, 2021.
- [11] N. Octareza, "Pengaruh Metode Pembelajaran Moral Reasoning Terhadap Motivasi Dan Hasil Belajar PPKn Kelas V Di sdn 98 Bengkulu Selatan," IAIN BENGKULU, BENGKULU, 2021.
- [12] F. Sukmawati and M. J. Nashir, "Pengaruh Model Pembelajaran Value Clarification Technique terhadap Social Skill Mahasiswa," *Jurnal Pendidikan Edutama*, vol. 8, no. 2, p. 155, Jul. 2021, doi: 10.30734/jpe.v8i2.1776.
- [13] Z. S. Ita, "Implementasi Metode Gallery Walk Dalam Meningkatkan Sikap Tolong Menolong Pada Pembelajaran Pendidikan Agama Islam Pada Siswa Sekolah Dasar Islam Ar-Rahim Ungaran Timur Kabupaten Semarang," *INSPIRASI (Jurnal Kajian dan Penelitian Pendidikan Islam)*, vol. 7, no. 1, p. 50, Jul. 2023, doi: 10.61689/inspirasi.v7i1.440.
- [14] D. Nugraha, S. Apriliya, and R. K. Veronicha, "Kemampuan Empati Anak Usia Dini," *JURNAL PAUD AGAPEDIA*, vol. 1, no. 1, pp. 30–39, Jun. 2017, doi: 10.17509/jpa.v1i1.7158.
- [15] D. L. Pitaloka, D. Dimiyati, and E. Purwanta, "Peran Guru dalam Menanamkan Nilai Toleransi pada Anak Usia Dini di Indonesia," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, vol. 5, no. 2, pp. 1696–1705, Jan. 2021, doi: 10.31004/obsesi.v5i2.972.
- [16] Y. D. Haryanti, "Internalisasi Nilai Kerjasama dalam Model Project Based Learning," *Jurnal Pendidikan Dasar*, vol. 1, no. 1, pp. 1–11, Feb. 2021, doi: 10.37729/jpd.v1i1.899.
- [17] Z. Arifin and A. Abdullah, "Pengaruh Implementasi Metode Moral Reasoning Terhadap Prestasi Belajar Pendidikan Agama Islam Siswa Ponpes Tahfidhul Quran Imam An-Nawawi Tiban Baru Sekupang, Batam," *Studia Religia: Jurnal Pemikiran dan Pendidikan Islam*, vol. 5, no. 1, pp. 166–174, 2021.
- [18] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta, 2015.
- [19] D. N. Hanifa and W. Zakia, "Penerapan Metode Kerja Kelompok untuk Meningkatkan Keaktifan Belajar Siswa pada Pembelajaran Al-Qur'an Hadis Kelas X MAS PUI Banjarsari-Ciamis," *Jurnal Kreativitas Mahasiswa*, vol. 2, no. 1, pp. 202–213, 2024.
- [20] I. Khoiriyah, K. A. F. Nabila, and D. M. M. Nur, "Pemanfaatan Video Dokumenter sebagai Media Pembelajaran IPS untuk Meningkatkan Pemahaman Siswa SMP tentang Perubahan Sosial," *RUKASI: Jurnal Ilmiah Perkembangan Pendidikan dan Pembelajaran*, vol. 2, no. 02, pp. 78–85, 2025.
- [21] R. Hidayat, M. L. Ilhamdi, F. P. Astria, and A. N. Rahmatih, "Pengaruh Model Problem Based Learning Terhadap Kemampuan Berpikir Kritis Siswa Pelajaran IPA SDN 47 Cakranegara," *PROGRES PENDIDIKAN*, vol. 4, no. 3, pp. 154–161, Oct. 2023, doi: 10.29303/prospek.v4i3.370.
- [22] S. P. Tyas and M. Mawardi, "Keefektifan Model Pembelajaran Value Clarification Technique Dalam Mengembangkan Sikap Siswa," *Satya Widya*, vol. 32, no. 2, p. 103, Dec. 2016, doi: 10.24246/j.sw.2016.v32.i2.p103-116.
- [23] Krissi Wahyuni Saragih, Imman Yusuf Sitinjak, Christian Daniel Hermes, and Netty Elvan Safitri Simbolon, "Manfaat Moral Reasoning Dalam Peningkatan Karakter Peserta Didik Melalui Pembelajaran Pendidikan Pancasila Dan Kewarganegaraan di Kelas XI TKJ Trisakti Pematangsiantar Tahun Pelajaran 2023/2024," *Jurnal Moralita : Jurnal Pendidikan Pancasila dan Kewarganegaraan*, vol. 5, no. 1, pp. 26–34, Apr. 2024, doi: 10.36985/z1w7ae30.
- [24] M. Mukino, E. Purnomo, and I. Suntoro, "Penerapan Model Moral Reasoning untuk Membentuk Moralitas dan Karakter Siswa pada Pkn," *Jurnal Studi Sosial/Journal of Social Studies*, vol. 4, no. 1, 2016.
- [25] M. A. Setiawan, R. Vien, and H. Suryono, "Penerapan Model Analisis Dilema Moral Terhadap Sikap Peduli Sosial Siswa Pada Kompetensi Dasar Menampilkan Sikap Positif Berpancasila Dalam Kehidupan Bermasyarakat," *PAEDAGOGIA*, vol. 20, no. 1, p. 88, Dec. 2017, doi: 10.20961/paedagogia.v20i1.16602.