

Application of the Simulation Method Using Activity Picture Card Media in Training Responsible Attitudes in Children Aged 5-6 Years

Ade Agusriani¹, Mutiara Hamzah², Eka Damayanti³, Muchlisah⁴, Susilawati⁵

^{1,2,3,4}Universitas Islam Negeri Alauddin Makassar, ⁵TK Al-Ghaniyyu

Email: muchlisah.muchlisah@uin-alauddin.ac.id

ABSTRACT

An attitude of responsibility in early childhood has great benefits in shaping a child's character. Therefore, it is important to carry out simulations to train children's attitudes of responsibility. This research aims to train children's responsible attitudes through a simulation method using picture card media for children aged 5-6 years. This community service research in the form of service learning was carried out at the Al-Ghaniyyu Somba Opu Kindergarten, Gowa Regency, with a total of 6 children participating. The instrument used was a picture card made by the researcher himself. Data were analyzed using descriptive statistics. The results of the research show that children are able to apply a responsible attitude in the classroom. Children become more active in completing tasks and show concern for the friends around them. The findings in this study imply that the application of the simulation method using picture card media is effective in training responsible attitudes in children aged 5-6 years. It is hoped that the results of this research can be a reference for educators to develop more innovative learning methods in forming the character of early childhood, including an attitude of responsibility.

Keywords: *Simulation method, picture card media, responsible attitude*

1) INTRODUCTION

Children aged 5–6 years are at a critical stage of moral development, during which they are highly influenced by environmental stimuli. At this age, their character remains malleable and can be shaped by life experiences (Nurjanah, 2022). Consequently, the early cultivation of character values, particularly responsibility, is essential. Responsibility training enables children to learn to bear the consequences of their actions and contributes significantly to their future development (Munawarah *et al.*, 2022). Nevertheless, research conducted by Yuvita *et al.* (2021) at TK Poteumeureuhom in Banda Aceh revealed that many children have yet to internalize the importance of responsibility. Despite teachers' efforts to instill this value, children often demonstrate limited awareness, such as failing to tidy up toys after use or neglecting to dispose of waste properly.

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

The findings further indicate that these behaviors stem from challenges in fostering responsibility, including the lack of consistent reinforcement from parents outside of school and insufficient attention to children's play environments. Instilling responsibility in early childhood is inherently complex due to such obstacles. For instance, Salsabila *et al.* (2021) reported at TK Fajar Cemerlang that three children exhibited low levels of responsibility in completing tasks. These children tended to be disengaged, expressed boredom with assignments, and were accustomed to receiving constant assistance from teachers, which hindered their ability to complete tasks independently.

Furthermore, obstacles in fostering responsibility among children have also been identified. For instance, Puspitasari *et al.* (2023) reported at TK Muslimat NU 001 Ponogoro that some children experienced difficulties in maintaining focus and were easily distracted, which often resulted in irresponsible behavior such as neglecting to clean up their toys after play. Cultivating responsibility in children aged 5–6 years is particularly challenging, as at this stage they tend to be more self-centered and have not yet fully grasped the consequences of their actions. In line with this, early childhood education must explore pedagogical approaches that effectively facilitate the development of responsibility (Winny *et al.*, 2024).

One of the barriers to instilling discipline in children of this age group is their tendency to become easily bored. According to Susetya *et al.* (2022), a key factor supporting the moral development of young children is the role of teachers as effective guides who apply appropriate teaching methods. Simulation-based learning is one such method. Similarly, Hery *et al.* (2020) emphasized that teachers must design enjoyable learning experiences, with simulation serving as a viable approach.

Based on these findings, responsibility training for children aged 5–6 years can be enhanced through simulation methods that are creatively developed using illustrated card media. To address boredom in learning, teachers are encouraged to adopt innovative strategies, such as employing visual card-based learning tools (Rusmiati *et al.*, 2024). In this context, researchers implemented simulation activities with illustrated cards at TK Al-Ghaniyyu Somba Opu, Gowa Regency, to foster responsibility. This approach not only provided children with knowledge of expected behaviors but also offered direct experiential learning, thereby deepening their understanding of responsibility.

The simulation method is an instructional approach implemented by teachers who guide learners in performing actions that represent real-life events (Imanniyah *et al.*, 2025). Through this method, learners gain direct experiences related to the subject matter. The benefits of simulation include

enhancing learners' motivation and attention toward the topic, as well as increasing their direct engagement and active participation in the learning process. According to Hanif and Adam (2021), the steps in implementing simulation are divided into three stages: (1) preparation, such as determining the topic to be simulated; (2) implementation, where learners follow the instructions for the activities; and (3) closure, which involves discussion with learners regarding the simulated topic.

Responsibility is defined as an individual's attitude in carrying out tasks or fulfilling obligations assigned to them, while also bearing the consequences of their actions (Oktaviani *et al.*, 2024). Triany *et al.* (2020) identify four indicators of responsibility: (1) completing tasks properly, (2) being accountable for one's actions, (3) performing duties according to schedule, and (4) actively participating in group activities. One factor influencing the development of responsibility is the use of simulation methods. Learners engage in simulated school activities to practice responsibility, using illustrated activity cards to make the learning process more engaging.

This community service activity, conducted in the form of service learning at TK Al-Ghaniyyu Somba Opu, Gowa Regency, aimed to examine whether the application of simulation methods with illustrated card media could foster responsibility among children aged 5–6 years.

2) METHODS

Service learning is one form of experiential learning, implying that knowledge acquired in the classroom is applied in real-life practice within the community. This approach enables students to implement theoretical concepts while simultaneously engaging in local service activities (Junaidah & Qadrianti, 2023). Service learning provides broad opportunities for university students to conduct direct learning experiences within society (Nanggala & Suryadi, 2021). Moreover, service learning not only bridges the gap between theory and practice but also cultivates civic responsibility, critical reflection, and social empathy, thereby reinforcing students' holistic development as both learners and contributors to their communities.

The subjects of this service activity were children aged 5–6 years at TK Al-Ghaniyyu Somba Opu, Gowa Regency. The total population consisted of 50 children (based on TK Al-Ghaniyyu attendance records). From this population, six children—initials NA, AMP, KAS, HSS, AA, and NFR—were selected using purposive sampling with the following criteria: (a) aged 5–6 years; (b) cognitive ability to understand delivered messages; and (c) verbal consent expressed by the child.

The instructional method employed in this study was simulation, implemented through the following steps:

- a. The researcher prepared illustrated activity cards.
- b. The researcher introduced the purpose and meaning of responsibility, presented the illustrated cards, and distributed them individually to the children.
- c. Each child was guided to perform activities depicted on the cards, such as watering plants, cleaning the classroom, helping friends, and similar tasks.
- d. Children received positive reinforcement from the researcher, including praise and encouragement.
- e. The researcher conducted a reflection and provided explanations regarding the activities performed by the children.
- f. Children were given opportunities to ask questions or retell the simulation activities they had carried out together.

The medium used consisted of illustrated activity cards, designed by the researcher using elements available in Canva.



Figure 1. *Learning Media*

The community service activity was carried out over three days, on November 20, 25, and 26, 2024. The instrument used for data collection consisted of observation sheets measuring the achievement of the intervention. The instrument grid is presented in the following table:

Table 1. *Instrument Grid of Indicators of Moral Aspect Achievement (Responsibility)*

No	Indicator of Moral Aspect Achievement (Responsibility)	Statements
1.	Understanding the Concept of Responsibility	1. Children can mention several examples of activities that reflect responsibility.
		2. Children can simply explain what responsibility means.
2.	Ability to Complete Tasks Independently	1. Children demonstrate perseverance in completing tasks, even when facing difficulties.
		2. Children tidy up items or toys after activities are finished
3.	Ability to Work in a Team	1. Children show a helping attitude in completing group tasks
		2. Children are willing to assist peers who need help.
4.	Emotional Management in Completing Tasks	1. Children remain focused when given tasks or while completing them.
		2. Children stay calm while carrying out their tasks.
5.	Active Participation in Simulation	1. Children enthusiastically participate in simulation activities taught using illustrated activity cards.
		2. Children talk about or explain the illustrated cards they receive and ask questions if they do not understand.

3) RESULTS AND DISCUSSION

The outcomes of the community service program conducted through service learning demonstrated positive results. This was evidenced by the application of the simulation method using illustrated activity cards, which enabled the six participating children to largely meet the criteria of *Developing as Expected (BSH)* and even *Developing Very Well (BSB)* in terms of responsible behavior. The following presents the checklist results for the six students who served as subjects in this community service study.

Table 2. *Observation Results of Children's Achievement*

Child's Name	Items										Total	Average
	A	B	C	D	E	F	G	H	I	J		
NA	4	4	3	3	4	4	3	2	4	4	35	3,5
AMP	1	1	3	4	3	4	4	2	4	1	27	2,7
KAS	1	1	2	3	4	4	3	3	4	2	27	2,7
HSS	3	2	4	4	3	3	4	2	3	4	32	3,2
AA	2	1	3	3	2	2	4	3	3	2	25	2,5
NFR	4	4	3	2	3	4	4	3	4	4	35	3,5
Average											30,1	18,1

Notes:

- Score 4: *Developing Very Well (BSB)*
- Score 3: *Developing as Expected (BSH)*
- Score 2: *Beginning to Develop (MB)*
- Score 1: *Not Yet Developed (BM)*

Based on Table 2, it can be observed that the respondents at TK Al-Ghaniyyu Somba Opu, Gowa Regency, obtained relatively similar average scores. Children with the initials NA and NFR achieved the highest total scores among their peers, with an average of 3.5, indicating that their responsible behavior falls within the category of *Developing as Expected (BSH)*. This suggests that NA and NFR were able to demonstrate responsibility in accordance with the illustrated cards they received and performed the tasks well during the simulation. Observational data further revealed that NA and NFR attained the highest scores due to their strong curiosity, willingness to ask questions when encountering unfamiliar concepts, and confidence in providing answers.

In contrast, the child with the initials AA obtained an average score of 2.5, which places them in the category of *Beginning to Develop (MB)*. Observations indicated that AA's lower score was attributed to shyness and confusion when completing tasks without guidance. Meanwhile, the other three children were categorized between *Beginning to Develop (MB)* and *Developing as Expected (BSH)*.

Overall, the respondents at TK Al-Ghaniyyu Somba Opu demonstrated satisfactory scores, suggesting that the simulation method using illustrated activity cards was effective in fostering responsibility among children. The engaging nature of the illustrated cards captured the children's interest and supported their learning. This finding is consistent with Jasiah et al. (2023), who emphasized that variations in illustrated card media are crucial for sustaining children's learning interest and preventing boredom during instructional activities.

During the simulation process, children received material on responsibility, which was explained through examples depicted on illustrated activity cards. The simulation method was implemented to habituate children to completing assigned tasks as a form of responsibility. In addition, simulation also contributed to the development of children's social and moral aspects, as they were able to help peers and collaborate in fulfilling responsibilities to complete tasks. Thus, the ability to work together in accomplishing tasks as an expression of responsibility was effectively fostered through simulation or direct experiential learning (Rahmah, 2020). This aligns with the study conducted by Mawardah and Ramadhanti (2025), which found that engaging children in simulation-based role play supports the development of group interaction skills. The following presents documentation of the researcher's activities with the children:



Figure 2. *Documentation of Activities Before the Illustrated Card Simulation*



Figure 3. *Documentation of Classroom Tidying Activity.*



Figure 4. *Documentation of Evaluation Following the Illustrated Card Simulation*

Based on the documentation, it can be said that the application of the simulation method using illustrated activity cards to foster responsibility among children aged 5–6 years at TK Al-Ghaniyyu Somba Opu, Gowa Regency, yielded positive results and proved effective for early childhood practice.

The simulation method was implemented to habituate children to completing classroom tasks as a form of responsibility, thereby preparing them not to avoid responsibilities in the future, such as tidying up toys after play (Zahroh, 2023). The cultivation of responsibility also requires learning media that children enjoy, such as illustrated activity cards, which increase enthusiasm for participation. This finding is consistent with Hulukati and Yunitasari (2024), who observed that children were more engaged when learning through play with illustrated cards. Similarly, Astutik *et al.* (2023) demonstrated that illustrated number cards were effective in supporting learning processes and improving children's numeracy skills. Thus, attractive and enjoyable learning media such as illustrated cards are effective in enhancing children's learning experiences. According to Imundo *et al.* (2024), illustrated cards also help children assess their own understanding more accurately.

Responsibility must be cultivated from an early age, as it influences children's readiness for subsequent educational stages (Purba *et al.*, 2023). Moreover, responsibility has a positive impact on inclusive participation within early childhood education institutions (Lv *et al.*, 2022) and plays a crucial role in the development of empathy, which should be nurtured from an early age (Gungordu *et al.*,

2025). The instillation of responsibility can be more effectively achieved through appropriate methods (Oktaviera *et al.*, 2023). Therefore, selecting effective and efficient strategies to foster responsibility in children is essential. Overall evaluation indicates that the simulation method functioned successfully, as evidenced by children's ability to carry out activities responsibly in accordance with the tasks depicted on the illustrated activity cards.

4) CONCLUSIONS

Based on the results of the community service activities related to the application of the simulation method using illustrated activity cards to foster responsibility among children aged 5–6 years at TK Al-Ghaniyyu Somba Opu, Gowa Regency, it can be concluded that the use of simulation with illustrated activity cards effectively increased students' enthusiasm in practicing responsible behavior. As a result, the children demonstrated greater responsibility both independently and in collaborative contexts, including helping one another.

These findings suggest that simulation-based learning supported by engaging visual media can serve as a practical pedagogical approach for early childhood education. By habituating children to complete tasks responsibly, both individually and in groups, this method contributes to the development of social and moral competencies that are essential for preparing children for future educational stages and fostering inclusive, cooperative classroom environments.

Acknowledgment

The authors would like to express their gratitude to the lecturer of the *Child Moral and Religious Development* course for the guidance provided in preparing this report. Appreciation is also extended to TK Al-Ghaniyyu for granting the opportunity to conduct service learning in the form of this community service activity.

REFERENCES

Astutik, A. P., Ridlwan, M., & Abidin, R. (2020). Penggunaan media kartu angka bergambar (flashcard) untuk meningkatkan kemampuan berhitung permulaan pada kelompok B TK Negeri Pembina I Pungging Mojokerto. *Jurnal Pendidikan Anak Usia Dini*, Universitas Muhammadiyah Surabaya.

- Anggawati Imanniyah, A., Despalantri, E., Zudeta, E., Marsyah, U., & Annisa. (2025). Penerapan metode simulasi untuk meningkatkan kemampuan pemahaman kata pada anak autism. *Jurnal Pedagogik Pendidikan Dasar*, 12(1), 137–143. Kantor Jurnal dan Publikasi UPI.
- Gungordu, N., Hernandez-Reif, M., Walker, D. I., Wind, S. A., & [lainnya]. (2025). *Empathy and creativity as foundations and predictors of how prosocial behavior develops in preschool-age children. International Journal of Child Care and Education Policy*, 19, Article 6. <https://ijceep.springeropen.com/articles/10.1186/s40723-025-00147-0>.
- Hery, L. A., Stit, Q., Nusantara, P., & Ntb, L. (2020). Pemanfaatan Media Dalam Metode Simulasi Pada Pembelajaran Pai. In *Pensa : Jurnal Pendidikan dan Ilmu Sosial* (Vol. 2, Issue 2). <https://ejournal.stitpn.ac.id/index.php/pensa>
- Hulukati, Z., & Yunitasari, S. E. (2024). Pemanfaatan Media Kartu Bergambar dalam Meningkatkan Kemampuan Literasi Numerasi Anak Usia Dini. *JiIP (Jurnal Ilmiah Ilmu Pendidikan)*, Volume 7, Nomor 3. <http://jiip.stkipyapisdompu.ac.id>
- Imundo, M. N., Zung, I., Whatley, M. C., & Pan, S. C. (2025). *When two learners are better than one: using flashcards with a partner improves metacognitive accuracy. Metacognition and Learning*, 20(1), 3. <https://doi.org/10.1007/s11409-024-09406-w>
- Jasiah, J., Mayasari, M., Haniko, P., Munisah, E., Pebriani, E., Apriza, B., & Hita, I. P. A. D. (2023). Media Kartu Bergambar untuk Anak Usia Dini: Apakah Memiliki Pengaruh terhadap Peningkatan Motivasi Belajar? *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(6), 7149–7157. <https://doi.org/10.31004/obsesi.v7i6.5599>
- Junaidah, & Qadrianti, L. (2023). Pelatihan Pembuatan Media Pembelajaran Berbasis Digital (Android). *PENDIMAS : Jurnal Pengabdian Masyarakat*, Vol. 2 No. 2(Des 2023).
- Lv, Y., Ma, C., Wu, M., Li, X., and Hao, X. (2022). *Assessment of preschool's inclusive participation in social governance and the role of social responsibility. Frontiers in Psychology*, 13, Article 810719. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.810719/pdf>
- Mawardah, M., & Ramadhanti, S. D. (2025). Metode pembelajaran berbasis bermain pada anak usia dini di TK/MI YASPA Palembang. *AJAD: Jurnal Pengabdian kepada Masyarakat*, 5(2), 297–304. <https://doi.org/10.59431/ajad.v5i2.559>
- Muhammad Hanif, & Ibnu Trisal Adam. (2021). Penerapan Metode Simulasi Dalam Pembelajaran Mengkafani Jenazah Di Majelis Ta'lim Al-Bakri. *Jurnal Al-Miskawaih*, Volume 2, Number 1.
- Munawarah, N., Simatupang, Y. J. R., & Oktaria, R. (2022). Analisis karakter tanggung jawab pada anak usia 5–6 tahun di TK Save The Kids Banda Aceh. *Jurnal Ilmiah Mahasiswa*, 3(1), April 2022.
- Nanggala, A., & Suryadi, K. (2021). *Analisis Konsep Service Learning Dalam Perspektif Pendidikan Kewarganegaraan*.
- Nurjanah. (2022). Pola asuh orang tua dalam menumbuhkan karakter anak usia dini. CV. Diva Pustaka.
- Oktaviera, M. M., Rahardi, H., & Siregar, M. (2023). Implementasi metode pembiasaan dalam menanamkan karakter tanggung jawab pada anak usia dini. *Indonesian Journal of Instructional Technology*, 4(2), 1–8. <http://journal.kurasinstitute.com/index.php/ijit>

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

- Oktaviani, A., Laely, K., Tidar No, J., Magelang Selatan, K., & Magelang, K. (2024). Peningkatan Sikap Tanggung Jawab Anak Melalui Metode Bercerita Menggunakan Boneka Tangan. *Jurnal AUDHI*, 6(2), 1–14. <https://jurnal.uai.ac.id/index.php/AUDHI>
- Purba, S., Donda, R., Panggabean, E., & Laia, Y. A. (2023). Implementasi Metode Proyek Untuk Meningkatkan Sikap Tanggung Jawab Anak Usia Dini. In *Journal Abdimas Mutiara* (Vol. 4, Issue 2). <http://e-journal.sari-mutiara.ac.id/index.php/JAM>
- Rahmah, A. (2020). *Meningkatkan Kemampuan Kerja Sama Melalui Metode Proyek pada Anak Kelompok B di TK Mekar Melati Kecamatan Mlati Kabupaten Sleman*. <https://journal.student.uny.ac.id/index.php/pgpaud/article/view/16940>
- Ratna Puspitasari et al. (2023). Karakter Displin dan Tanggung Jawab Anak Kelompok B TK Muslimat Nu 001 Ponorogo. *Jurnal Ilmiah Potensia*, 8(2), 304–311.
- Rusmiati, S., Sisi, H., & Islam Negeri Sultan Aji Muhammad Idris Samarinda, U. (2024). Meningkatkan Minat Belajar Melalui Media Kartu Bergambar pada Anak Kelompok B6 di RA Al-Huda Samarinda. In *Borneo Early Childhood Education and Humanity Journal* (Vol. 3, Issue 1).
- Salsabila, Jihan et A. (2021). Studi Tentang Sikap Tanggung Jawab Anak Usia 5-6 Tahun Di TK Fajar Cemerlang Sei Mencirim. *Jurnal Golden Age*, 5(02), 111–118.
- Susetya, Pratitis et al. (2022). Faktor Yang Mempengaruhi Perkembangan Nilai Agama Moral Pada Anak Usia Dini. *Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 8(1), 98–108.
- Triyani, E., Busyairi, A., & Anshori, I. (2020). Penanaman Sikap Tanggung Jawab Melalui Pembiasaan Apel Penguatan Pendidikan Karakter Siswa Kelas Iii. *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 10(2), 150–154
- Winny, N. S., Krobo, A., & Mamma, A. T. (2024). Pengaruh Metode Proyek Terhadap Sikap Tanggungjawab Anak. *Jurnal Pendidikan Anak*, 10(1).
- Yuvita Irda et A. (2021). Analisis Karakter Tanggung Jawab Anak 5-6 Tahun Di TK Poteumeureuhom Kota Banda Aceh Tahun Ajaran. *Jurnal Ilmiah Mahasiswa*, 2(1).
- Zahroh, S. (2023). Meningkatkan Tanggung Jawab Anak Usia Dini Melalui Manajemen Perawatan Sarana Prasarana Bermain. *Jurnal Reebat, Pendidikan Islam Anak Usia Dini*, Vol. 01. No. 01(Februari 2023).