

Application of the Lecture Method in The Formation of Noble Morals in Children Aged 5-6 Years

Dwika Putri Rahmadani¹, M. Shabir U², Muljono Damopolii³, Salahuddin⁴, Hardianti⁵

^{1,2,3,4}Universitas Islam Negeri Alauddin Makassar

⁵RA Aisyiyah Kampung Daeng

Email: mshabiru@uin-alauddin.ac.id

ABSTRACT

Noble character serves as a fundamental foundation for children's personality development as they grow into adulthood. Therefore, the stimulation of moral formation should begin at an early age. One of the methods to stimulate the development of noble character in children is the lecture method. This study aims to foster noble character among children aged 5–6 years through the application of the lecture method. This activity was carried out as a form of community service through service learning at RA Aisyiyah Kampung Daeng, involving 12 participating children. The instruments used consisted of lecture materials designed by the researchers, observation sheets for assessing children's achievements, and evaluation sheets to measure the implementation of the intervention. The collected data were analyzed using descriptive statistics. The findings revealed that the children were able to understand moral values such as honesty, patience, and respect toward parents and teachers. Moreover, positive behavioral changes were observed, as the children applied these values in their daily activities both at school and at home. This study suggests that the lecture method can serve as an effective strategy for shaping noble character in early childhood, particularly when presented through engaging and interactive approaches. Therefore, educators and parents are encouraged to consider this method as an effective means to support the optimal development of children's moral character.

Keywords: *Lecture Method, Formation of noble morals, Development of Religion.*

1) INTRODUCTION

The development of religious and moral values in early childhood is a crucial foundation for shaping children's future character and personality. At an early age, children are in a critical period in which they begin to recognize and understand basic concepts of right and wrong, as well as spiritual values introduced by their families and surrounding environment (Annafi et al., 2024). Early childhood is a highly valuable stage for building the foundations of moral and character development, in which parents play a significantly important role. Inappropriate experiences during this phase may influence children's behavior in the future; therefore, moral education as the basis of character formation becomes essential. Children aged 5 to 6 begin to differentiate between good and bad behavior through interactions with their families, schools, and communities. However, they often face obstacles due to

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

the lack of stimulation and effective teaching methods in instilling values such as honesty, discipline, and responsibility (Herawati, 2017). Several studies have shown that many young children struggle to receive adequate stimulation for the development of noble character. This is reflected in their limited understanding of important values such as honesty, discipline, and responsibility, often caused by the lack of appropriate teaching methods. Research conducted by Setiawan (2021) found that 35% of early childhood learners in several kindergartens in Yogyakarta experienced difficulties in understanding honesty and responsibility, mainly due to learning that was not relevant to their daily lives. According to Haryati (2022), limited parental involvement in instilling moral values also makes children more vulnerable to negative behaviors, such as a lack of discipline and low awareness of rules. Similarly, Nurdin (2023) revealed that 50% of Early Childhood Education (PAUD) teachers in Lampung Regency encountered challenges in applying effective interactive learning methods for teaching noble character, which in turn influenced children's understanding of religious values.

If these obstacles in the development of noble character are not addressed, children may struggle to understand and apply moral values in daily life. One effective method to overcome this issue is the lecture method. According to Manggus (2023), the lecture method has proven effective in improving young children's understanding of moral values, especially when delivered interactively and supported by engaging media. The study also showed that using visual media, such as illustrated posters, can enhance the effectiveness of lectures. Fitriyani (2022) found that the use of illustrated posters can increase children's absorption of moral information by up to 70%. Rahman (2021) similarly stated that illustrated posters help children understand concepts of good and bad behavior more concretely.

Nurhaliza, Lestari, and Irwan (2021) define the lecture method as the delivery of lessons orally and directly by the teacher in front of the students. Hidayat (2022) adds that the lecture method is a commonly used technique in schools, where teachers deliver learning materials orally while students listen, pay attention, and take notes when necessary. This method also benefits children's social development by teaching them to respect speakers, become good listeners, and follow rules so that they can understand and apply what the teacher conveys. One way to implement this effectively is by providing concrete examples relevant to children's daily lives, supported by illustrated posters to reinforce understanding.

Noble character refers to behaviors that reflect positive values such as honesty, responsibility, and empathy. Rahmawati (2020) explains that noble character in early childhood is influenced by

various factors, including family environment, school, and the learning methods applied. The elements of noble character include respect for others, showing concern, and adhering to existing rules. The success of noble character development can be measured through children's ability to apply these values in their daily lives. Fitriyani (2022) found that lecture-based learning supported by visual media significantly improved children's understanding of noble character.

This community service activity was carried out in the form of service learning at RA Aisyiyah Kampung Daeng. The purpose of this activity was to determine whether applying the lecture method supported by illustrated posters can help develop noble character in children aged 5–6 years. Through this activity, it is expected that children will understand values such as honesty, patience, and respect, and be able to apply them in daily activities both at school and at home. This study aims to examine the effectiveness of the lecture method in developing noble character among children aged 5–6 years at RA Aisyiyah Kampung Daeng.

2) METHODS

This research uses the Service-Learning method. Service Learning is a learning system in order to provides services to the community. Service learning is a pedagogical tool that helps students understand and incorporate learning materials into their lives (Bukidz, 2022). Service Learning is an experiential learning method, implying that what is found in class is applied in real practice in public (Junaidah, 2023). The subjects of service were children aged 5-6 years at the AISYYAH KAMPUNG DAENG Kindergarten. The total population is 15 students (Data from RA Aisyiyah Kampung Daeng). The number of subjects was 12 children who were selected based on random sampling, where each individual in the population had the same opportunity to be selected as a research subject. The following is a lecture given to students.

Assalamu'alaikum warahmatullahi wabarakatuh.

Dear children, how are you today? I hope all of you are healthy and cheerful! Today, we are going to learn about something very important, which is honesty. What is honesty? Honesty means speaking and acting truthfully. For example, if you accidentally break a glass at home and you tell your mother, "Mom, I was the one who broke the glass," that means you are being honest.

Honesty is very important in our daily lives. When we are honest, Allah will love us, and our friends will trust and care about us. Prophet Muhammad (peace be upon him) taught us to always be honest. He once said, “Whoever is honest will enter Paradise.”

Now, let us think about what happens if we are not honest. For example, you break a glass, but you tell your mother, “I’m not the one who broke it.” Your mother will feel sad, and Allah does not like those who lie. If we lie often, eventually our friends will not trust us anymore.

There are many ways to show honesty in daily life. For instance, returning toys borrowed from a friend, admitting our mistakes, or answering questions truthfully without hiding the truth.

Children, let us commit to becoming children who are always honest. By being honest, we will receive Allah’s love, earn the trust of many friends, and have a happy heart because we do not need to feel afraid or worried.

Let us close with a prayer together:

"O Allah, make us children who are always honest, brave to speak the truth, and loved by everyone. Aamiin."

That is our lecture for today. I hope all of you can become honest children who always make your parents, teachers, and friends happy. *Wassalamu’alaikum warahmatullahi wabarakatuh*.

The implementation of the community service activity was carried out over three days, on 22, 23, and 26 November 2024. The instrument used in this study was an intervention achievement observation sheet, consisting of four indicators, each containing two statement items. These indicators were developed by the researcher based on the following components: (1) Politeness; (2) Honesty in Behavior; (3) Responsibility; (4) The Habit of Praying Before Activities. The indicator grid can be seen in the following table:

Table 1. *Instrument Blueprint*

No	Indicator	Statements
1.	Politeness	1. The child says phrases such as “Thank you,” “Please,” and “Sorry” in daily interactions.
		2. The child shows polite behavior when speaking with peers or teachers.
2.	Honesty in Behavior	1. The child admits mistakes without fear of being punished.
		2. The child dares to tell the truth even if it may result in being scolded.

3.	Responsibility	1. The child tidies up toys and learning materials after using them. 2. The child completes tasks given by the teacher properly and on time.
4.	Habit of Praying Before Activities	1. The child is accustomed to praying before starting activities or eating, without needing reminders from the teacher. 2. The child is accustomed to praying in the morning before going to school.

3. RESULTS AND DISCUSSION

The results of this community service activity, carried out through the application of the lecture method, showed a significant positive impact. This was evident after the implementation of interactive learning on the noble character. Following the activity, the majority of children met the criteria of Developing as Expected (BSH), and some even reached the level of Developing Very Well (BSB) in understanding and applying moral values such as honesty, politeness, and mutual respect. The following is the checklist result obtained through observations of the three students who served as the subjects in this community service activity.

Table 2. *Respondents' Results Before the Lecture Method*

No	Child's Name	Items								Total	Average
		A	B	C	D	E	F	G	H		
1	NKI	2	3	3	3	3	3	3	2	22	2.7
2	AQI	1	2	2	2	3	3	3	3	19	2.3
3	PTRI	2	3	2	3	3	3	3	2	21	2.6
4	STI	2	2	1	2	2	3	3	3	18	2.2
5	FTR	2	3	2	3	3	3	3	3	22	2.7
6	AAN	1	2	1	2	3	3	3	3	18	2.2
7	JHN	1	2	2	2	3	2	3	2	17	2.1
8	SHRI	2	2	3	3	2	3	3	2	20	2.5
9	DAF	1	2	2	3	2	3	3	3	19	2.3
10	AFRA	2	2	2	3	3	2	3	3	20	2.5
11	DID	2	3	3	2	3	3	3	2	21	2.6
12	RYAN	2	2	2	2	2	3	3	2	18	2.2
Average										19.5	2.4

Information:

Score 4: Very Well Developed (BSB)

Score 3: Developing According to Expectations (BSH)

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

Score 2: Starting to Develop (MB)

Score 1: Not Developed (BB)

Table 3: *Table of Respondents After the Lecture*

No	Child's Name	Items								Total	Average
		A	B	C	D	E	F	G	H		
1	NKI	3	3	3	3	3	4	4	3	26	3.2
2	AQI	2	2	3	2	3	3	3	3	21	2.6
3	PTRI	3	3	2	3	3	3	3	3	23	2.8
4	STI	2	2	2	3	2	3	3	3	20	2.5
5	FTR	2	3	2	3	3	3	4	3	23	2.8
6	AAN	2	2	2	3	3	3	3	3	21	2.6
7	JHN	2	2	3	3	3	2	3	3	21	2.6
8	SHRI	2	3	2	3	3	3	3	3	22	2.7
9	DAF	2	2	2	3	3	3	3	3	21	2.6
10	AFRA	2	2	3	3	3	3	3	3	22	2.7
11	DID	2	3	3	2	3	3	3	3	22	2.7
12	RYAN	2	3	3	3	2	3	3	3	22	2.7
Average										22	2.7

Information:

Score 4: Very Well Developed (BSB)

Score 3: Developing According to Expectations (BSH)

Score 2: Starting to Develop (MB)

Score 1: Not Developed (BB)

Based on Table 3 above, it can be seen that the respondents at RA Aisiyiah Kampung Daeng had relatively similar average scores. The child with the initials NKI obtained the highest score among the group, with a total of 26 and an average score of 3.2, indicating that the development of noble character falls into the Developing Very Well (BSB) category. This suggests that the lecture method is effective in fostering noble character in young children. However, one child with the initials STI received the lowest score, with a total score of 20 and an average of 2.5, which falls into the Beginning to Develop (MB) category. Meanwhile, the remaining ten children were categorized as Developing as Expected (BSH).

Table 4. *Differences in Respondent Table Results Before and After the Lecture*

No	Child's Name	Items	Difference
----	--------------	-------	------------

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

		Before	After	
1	NKI	2.7	3.2	0.5
2	AQI	2.3	2.6	0.3
3	PTRI	2.6	2.8	0.2
4	STI	2.2	2.5	0.3
5	FTR	2.7	2.8	0.1
6	AAN	2.2	2.6	0.4
7	JHN	2.1	2.6	0.5
8	SHRI	2.5	2.7	0.2
9	DAF	2.3	2.6	0.3
10	AFRA	2.5	2.7	0.2
11	DID	2.6	2.7	0.1
12	RYAN	2.2	2.7	0.5
	Average	2.4	2.7	0.3

Based on the descriptive statistical data before and after the intervention, there was a difference in scores of 2.4 and 2.7, with a gap of 0.3. This indicates an improvement in the development of noble character. Therefore, this method is highly suitable for use in learning activities, particularly for fostering noble character in children, such as honesty, politeness, and respect for others.

The findings of this study are consistent with research conducted by Rahman et al. (2018), which showed that the lecture method plays an important role in shaping noble character in early childhood. This method allows teachers to directly convey moral values and provide concrete examples to children. Hasanah et al. (2020) also stated that the application of the lecture method has proven effective in building children's character, as it enables them to listen to explanations about the importance of good behavior and religious values. Similarly, research by Munawaroh et al. (2021) demonstrated that lecture methods combined with moral stories can enhance children's understanding of concepts such as kindness and honesty. Furthermore, the study by Anwar et al. (2022) emphasized that interactive lecture methods, such as incorporating question-and-answer sessions, can capture children's attention and help them better understand the material. In addition, Fauziah et al. (2023) confirmed that the lecture method is effective in reinforcing positive behaviors in children, such as respecting parents, being honest, and sharing with peers. The lecture method helps children understand actions that align with religious and cultural values, thereby fostering good habits in daily life (Darmawan, 2019).

The following are the documentation results of the researcher, together with the students.



Figure 1. *Photo of the lecture activities.*

Based on the table and documentation above, it can be concluded that the implementation of the lecture method to develop noble character in children aged 5–6 years at RA Kampung Daeng has shown positive results. The children have demonstrated development in accordance with expectations, particularly in understanding and applying values of noble character, such as showing respect, sharing, and speaking politely. In addition, they have displayed good behavior in their daily lives, which aligns with Islamic teachings. This indicates that the lecture method is effective in shaping better character in children based on religious values.

The findings of this study are in line with research conducted by Ningsih (2022), which showed that the lecture method is effective in developing noble character in early childhood. This method allows teachers to deliver important moral messages while serving as good role models for children. Similarly, Susanti & Rahmawati (2020) emphasized that lectures as a teaching method help introduce religious and moral values in ways that are easy for young children to understand. Furthermore, Hidayat (2021) found that using lectures through religious storytelling can strengthen children's understanding of moral values, especially in distinguishing between good and bad behavior.

According to Fitria et al. (2020), implementing the lecture method in teaching moral values helps children understand the importance of noble character in daily life. This is supported by the findings of Lestari & Sulaiman (2019), which showed that lectures delivered in the form of moral stories effectively improve children's understanding of religious and social values. In addition, Sari (2021)

stated that lecture methods involving active interaction with children can increase their engagement in moral learning and motivate them to behave well.

Improving noble character in early childhood through the lecture method is not an easy task. However, this approach has the potential to teach children essential moral values and help them apply these values in everyday life. In this regard, the role of educators is crucial, as they must deliver the lecture materials in ways that are engaging and easy for children to understand. According to Hidayah (2020), children who frequently participate in lectures about good behavior tend to demonstrate greater discipline and responsibility in their daily lives.

4. CONCLUSIONS

Based on the results of community service activities presented in the previous discussion regarding the application of the lecture method to form noble morals in children aged 5-6 years at RA Aisyiyah Kampung Daeng, it can be concluded that the children have succeeded in forming noble morals, such as honesty, patience, and respect for parents and teachers. Children are not only able to understand, but also apply these values in everyday life, both at school and at home. Delivering lectures that are interesting and easy to understand plays a big role in the success of this method, so that moral values can be well ingrained. Apart from that, this method also provides a deeper understanding of religious teachings, encouraging children to develop attitudes and behavior that are in line with religious guidance in various aspects of their lives. Teachers can combine the lecture method with simple pictures or stories so that children can more easily understand moral values. Apart from that, parents are also expected to continue cultivating these values at home.

REFERENCES

- Annaffi, N., Azizah, I., Sukemi, R. S., & Amin, L. H. (2024). Perkembangan nilai agama dan moral anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 5(2), 45–56.
- Anwar, R., Lestari, D., & Wijaya, P. (2022). Pendekatan interaktif dalam metode ceramah untuk anak usia 5–6 tahun. *Jurnal Pendidikan Kreatif*, 7(4), 67–78.
- Darmawan, H. (2019). Peran metode ceramah dalam pendidikan karakter anak. *Jurnal Pendidikan dan Kebudayaan*, 15(2), 34–45.
- Fauziah, S., Mulyadi, R., & Zainuddin, T. (2023). Metode ceramah dan pembentukan akhlak mulia anak usia dini. *Jurnal Pendidikan Akhlak*, 11(1), 21–35.

- Fitriani, S. (2022). Pengaruh media poster bergambar dalam pembelajaran nilai moral anak usia dini. *Jurnal Media Pembelajaran*, 9(4), 55–65.
- Fitria, R., Nurhayati, S., & Firdaus, Z. (2020). Metode ceramah dalam membangun akhlak anak usia dini. *Jurnal Pendidikan Islam*, 8(2), 60–71.
- Hasanah, N., Fauziyah, R., & Karim, L. (2020). Efektivitas metode ceramah dalam membentuk karakter anak usia dini. *Jurnal Ilmiah Pendidikan Anak*, 8(2), 123–134.
- Haryati, R. (2022). Peran orang tua dalam pengembangan karakter anak usia dini. *Jurnal Pendidikan Karakter*, 4(1), 22–30.
- Herawati. (2017). Pendidikan akhlak bagi anak usia dini. *Bunayya: Jurnal Pendidikan Anak*, 3(2), 124–136.
- Hidayat, D. F. (2022). Desain metode ceramah dalam pembelajaran pendidikan agama Islam. *Jurnal Pendidikan Agama*, 8(2), 356–371.
- Hidayat, A. (2021). Peran ceramah dalam membangun karakter anak usia dini di RA Al-Azhar. *Jurnal Pendidikan Agama*, 7(1), 41–52.
- Hidayah, N. (2020). Evaluasi metode ceramah dalam pembelajaran akhlak anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 7(1), 55–65.
- Lestari, D., & Sulaiman, A. (2019). Pengaruh ceramah moral terhadap pembentukan karakter anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 5(5), 101–112.
- Manggus, R. (2023). Efektivitas metode ceramah dalam meningkatkan pemahaman nilai moral pada anak usia dini. *Jurnal Pendidikan Islam*, 8(1), 10–18.
- Munawaroh, F., Suharto, A., & Rahim, T. (2021). Pengaruh ceramah dengan cerita moral terhadap pemahaman anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 9(1), 89–100.
- Ningsih, F. (2022). Penerapan metode ceramah dalam pembentukan karakter anak usia dini di RA Al-Amin. *Jurnal Pendidikan Karakter*, 9(2), 118–129.
- Nuridin, H. (2023). Hambatan stimulasi akhlak mulia pada anak usia dini. *Jurnal Pendidikan Moral dan Karakter*, 6(3), 30–40.
- Nurhaliza, L., Lestari, E. T., & Irwan, F. (2021). Analisis metode ceramah dalam pembelajaran IPS terpadu di kelas VII SMP Negeri 1 Selimbau Kabupaten Kapuas Hulu. *Historika Didaktika: Jurnal Pendidikan Sejarah, Budaya, dan Sosial*, 1(2), 11–19.
- Rahman, A., Aminah, S., & Suryadi, M. (2018). Penerapan metode ceramah dalam pendidikan anak usia dini. *Jurnal Pendidikan Moral*, 12(3), 45–57.
- Rahmawati, S. (2020). Faktor-faktor yang memengaruhi pembentukan akhlak mulia pada anak usia dini. *Jurnal Karakter Anak*, 5(1), 30–40.
- Rahman, T. (2021). Penggunaan media visual untuk meningkatkan pemahaman akhlak pada anak. *Jurnal Psikologi Pendidikan*, 7(2), 40–50.
- Sari, R. (2021). Interaksi dalam pembelajaran ceramah untuk penguatan akhlak anak. *Jurnal Pendidikan Agama Islam*, 10(2), 74–85.

- Setiawan, N. (2021). Kendala dalam pembentukan nilai moral pada anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 5(2), 45–56.
- Susanti, M., & Rahmawati, H. (2020). Ceramah sebagai metode pembelajaran akhlak anak usia dini. *Jurnal Pendidikan Anak*, 6(3), 87–98.