

## Scaffolding Writing Model Based on Diary to Improve Moral Intelligence for Elementary School Students

Riva Ayuningtyas<sup>✉1</sup>, Nana Supriatna<sup>2</sup>

<sup>1,2</sup>Basic Education, SPs UPI, Bandung, Indonesia

✉ [rivaayuningtyas@upi.edu](mailto:rivaayuningtyas@upi.edu)

**Abstract.** This study aims to improve 21st century life skills in elementary school students based on morals. One way that can be done to achieve this is by instilling and providing moral intelligence from an early age in accordance with the core competencies of KI - 2, namely the social aspects contained in basic competence 2.3 in social studies subjects grade V in elementary schools, namely being tolerant in diversity. religious people in society in the context of Bhinneka Tunggal Ika. The process of inculcating moral intelligence is carried out through a creative writing model based on a diary. The diary-based creative writing model is a multiliterate learning that encourages students to analyze moral issues based on their respective student activities. This model consists of the following stages. (1) pre-write; (2) write; and (3) post writing. This study uses a quantitative approach with a pre-experimental method of non-equivalent pretest posttest design. The results of this study indicate that the application of a diary-based creative writing model is able to increase students' knowledge of moral intelligence by 1.08 (the difference between pretest and posttest results) with the quality of improvement in the medium category. The increase in students' moral intelligence can be seen when students write down identification results in diaries related to moral intelligence, give reasons for activities that have been classified as good and bad, and make plans for activities to be carried out as preventive and countermeasures based on their diaries.

**Keywords:** Moral Intelligence, Creative Writing Model, Diary.

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**INTRODUCTION** ~ Indonesia is a unitary state that is socio-culturally composed of various ethnicities, languages, religions and customs. This diversity is united into one nation, one language, and one homeland, namely Indonesia, and is glued together by Bhinneka Tunggal Ika without losing the identity of groups and cultures. This plurality is seen as the social reality of the Indonesian nation

which is marked by the fact that it has different socio-ethnic backgrounds.

Based on the text above, it is hard for Indonesian people prevent conflict of pluralism that often contains complexities. Therefore, education is needed that bridges the context of these problems. Build upon Chapter 3 of the National Education System Law No. 20 at 2003, Indonesian National Education

aims to develop students into moral human beings, namely faith and piety to God Almighty, noble, independent, democratic, and responsible citizenship. However, national institution of education has not been able to enlighten this nation. Education held especially in elementary schools has not been implemented optimally, so that learning is felt to be less meaningful and there is a gap between moral knowledge and student behavior. This causes the characteristics of students at school to ignore tolerance when interacting with the surrounding environment, such as classifying friendships in choosing friendships, this can be seen from the behavior of students who are reluctant to interact with students with different backgrounds both vertically and horizontally, resulting in group dominance in a population (class). Researchers formulate several factors that cause the occurrence of students' socio-cultural moral characters that occur empirically in the school, namely the lack of students' understanding of the social structures that exist in their environment. This is because the efforts that have been made by teachers in conveying the concept of democracy in which there is a wholeness of socio-cultural concepts are only in the form of using conventional models,

This situation adds to the concerns of teachers and education practitioners, especially in facing 21st century life, where education must provide skills such as, (1) civic attitudes, both locally and globally; (2) living and having a career; and (3) personal and social responsibility (Binkleey, et al. in Abidin, 2015, p. 101).

Therefore, we need a way so that education can show its tajir in the

participation of giving birth to a holistic generation, one of which is by fostering moral intelligence so that the successor of the nation is not easily swayed by the swift currents of globalization. One way to overcome the problems above is to instill and provide moral intelligence from an early age. This is understandable, because if the characters that are instilled since childhood will be attached to the next maturation process.

One solution to overcome these problems, namely by instilling and providing socio-cultural concepts from an early age in accordance with the core competencies of KI - 2, namely the social aspects contained in basic competence 2.3 in Social subjects for class V in elementary schools, namely tolerance in religious diversity in Indonesia as a part of *Bhinneka Tunggal Ika*. The planting of socio-cultural concepts from an early age will be more effective in building the character nation, in this case the inculcation of cultural point in the form of close relationships between students with different socio-cultural backgrounds and the growth of respect and appreciation for cultural values as a nation's wealth that must be preserved. This can be understood, because if the characters that are instilled since childhood are good, then these characters will be attached to the next maturation process. This is called nation character building. The solution is carried out through a learning model that provides meaning for students. The learning model developed in the cultivation of moral intelligence, namely the creative writing diary based. Creative writing is a writing learning model in which the writing framework is determined by the teacher (Abidin, 2015, p. 203). This model can provide full

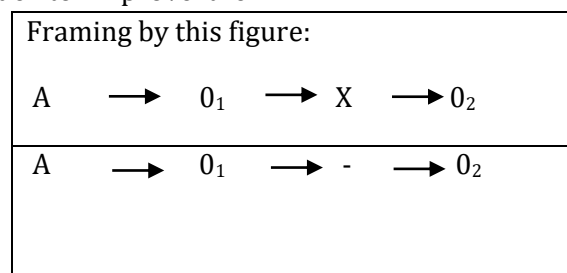
guidance to students during the learning process, because in its application it pays great attention to writing learning procedures, such as writing patterns, thinking patterns, and control patterns as contextualizing because the teacher makes an analogy of the purpose of descriptive text based on the student's world. Therefore, the text given by the teacher to students can provide an overview of what the written product will be analyzed by students and can increase student activity in writing. This can increase students' interest in assignments and control student frustration while doing assignments.

Thus, the research proposed in this background is the Effect of Diary-Based Creative Writing Model to Improve the

Moral Intelligence of Elementary School Students.

### METHOD

The research was carried out for approximately 2 weeks, from October 3 to October 15, 2021. The research method used, namely the method of pre-experimental with a nonequivalent group by pretest-posttest design which has three steps, (1) initial test before receiving treatment (pretest); (2) action (treatment); and (3) the final test after receiving treatment (posttest) (Sugiyono, 2014, p. 208). The pictures of the research design carried out are as follows.



**Figure 1.** Research Design

#### Nonequivalent Group Pretest Posttest

Information :

O<sub>1</sub>= Pretest score

X = Treatment or action given

O<sub>2</sub>= Posttest score

The population involved in the study was the even-semester fifth grade students who had been selected at the beginning of the observation with a total of 29 students. The technique used in sampling is using a purposive sampling technique where in taking the sample the researcher uses the condition that they must follow the pretest and posttest. So that the sample in this study, as many as 19 students. The research instrument used

by the researcher consisted of two types, namely the treatment instrument through a diary and the data collection instrument in the form of a test that measured aspects of moral intelligence.

Data processing of pretest and posttest instruments is carried out through scoring in the form of a rating scale using a 0-4 scale which can be described in the following table:

**Table 1.** Moral Intelligence Score

Moral Intelligence Rating Scale			
Dimension	Indicator	description	Scale
Integrity	Act consistently with principles, values and beliefs.	Write down routine activities	
	Speak honestly	Provide statements that are in accordance with reality	0 1 2 3 4
	Defending the right	Dare to tell the truth	
	Keeping promises	Write actions according to words	
Responsibility	Take responsibility for your own choices	Deciding what activities to carry out	
	Admit mistake	Writing the wrong thing	0 1 2 3 4
	Taking responsibility to serve others	Write opinions of others if wrong	
Affection	Caring for others	Write down the help given to others	
	Help each other	Working together to make a job easier	0 1 2 3 4
	Empathize with other people's feelings	Putting yourself in someone else's shoes	
Forgiving	Accept your own mistakes	Recognizing and correcting inappropriate actions and maintaining good deeds	0 1 2 3 4
	Accepting the faults of others	Don't criticize the actions of others	

To determine the quality of improving moral intelligence skills with the application of a diary-based creative writing model, a normalized gain test was conducted. With the following formula.

$$\text{Indeks Gain} = \frac{\text{Spotes} - \text{Spretes}}{\text{Smaksimum} - \text{Spretes}}$$

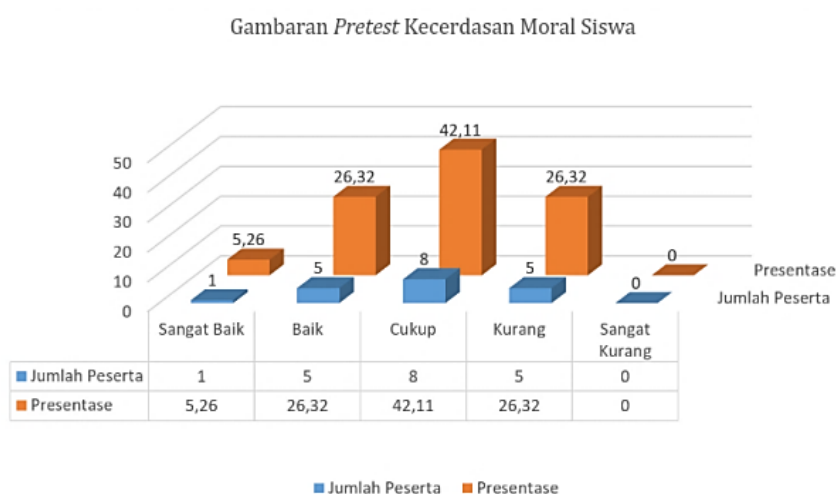
In determining the quality category of the effect of an action, the researcher uses the interpretation of the normalized gain index according to Hake which has been modified, namely upper ( $0.70 < g < 1.0$ ), modest ( $0.30 < g < 0.70$ ), lower ( $0.00 < g < 0.30$ ), stable ( $g = 0.00$ ), and decrease ( $-1.00 < g < 0.00$ ).

## RESULTS AND DISCUSSION

After being implemented on students through pretest and posttest treatments, namely:

### 1) Pretest Data

The pretest was carried out on October 3, 2021 with a time of 45 minutes. The results of the pretest calculation regarding moral intelligence are as follows:



**Figure 2.** Moral Intelligence Pretest

From these data, it can be seen that from a sample of 19 students, there is only one student who gets a very good predicate, while those who get a good predicate are 5 students, only 8 students and less than 5 students. With an average number of each student only gets 1.71, which means it is still in the predicate less. This reflects that the moral intelligence of class V at SDN CBD 10 Sukabumi is still lacking. This deficiency is reflected in the average score of students who have just reached a value of 1.71 from an average score of a maximum of 4 points from each question.

### 2) Posttest Data

The posttest will be held on October 15, 2021, with a time of 45 minutes with the same technical processing as the distribution of pretest questions. Posttest questions are given to students after they receive treatment in the form of applying a diary-based creative writing model for one week (3-10 October 2021). The following is the result of calculating the posttest questions for class V students.

Gambaran Posttest Kecerdasan Moral Siswa

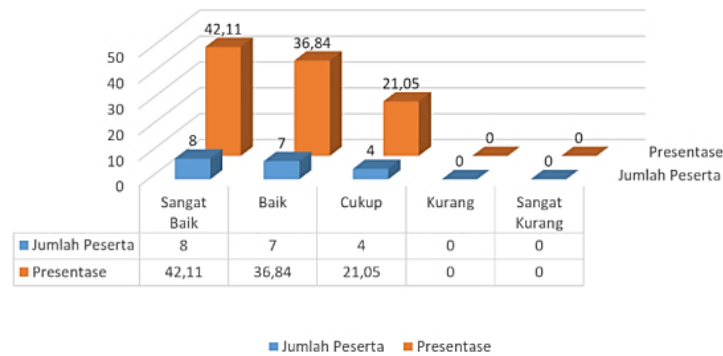


Figure 3. Moral Intelligence Posttest

From these data, the implementation of the posttest resulted in an average of 2.79 in which many students experienced an increase in moral intelligence. Students who previously had less predicate after being given treatment became 0 students. There are 4 students with sufficient predicate. Students with good predicate are 7 and students with very good predicate greatly increase to 8 students.

With an average posttest result of 2.79, it shows that the posttest predicate is in the sufficient predicate. The average figure confirms that after the treatment using a creative writing model based on a diary, it has increased significantly.

### 3) Normalized N-Gain Test

To find out the quality of increasing moral intelligence with the application of a diary-based creative writing model, a normalized gain test was conducted. With the following formula.

$$\text{Indeks Gain} = \frac{\text{Spotes} - \text{Spretas}}{\text{Smaksimum} - \text{Spretas}}$$

The results of the use of the above formula on the pretest and posttest data are:

$$\text{Indeks Gain} = \frac{2,79 - 1,71}{4 - 1,71} = 0,4716$$

0.4716 is rounded up to 0.47 therefore the quality level of the advance is in modest quality. So that it can be concluded, the increase in basic arithmetic of addition and subtraction by applying a diary-based creative writing model has a moderate improvement quality.

### CONCLUSION

As the result, data analysis, and study that had presented, the model of creative writing build upon a diary is able to increase moral intelligence with the quality of advance in the modest level. This illustrates that the increase in moral intelligence is directly proportional to the moral actions of students that appear in everyday life at school. The advantages contained in the diary-based creative writing model, namely the application of

multiliteracy learning which is one of the elements in 21st century education.

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